



STAGE 6 2026–2027

SUBJECT SELECTION BOOKLET

LAMBTON HIGH SCHOOL



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Foreword

This information booklet provides extensive details about courses offered to students entering Year 11 (Preliminary course) at Lambton HS. Please note that while all efforts have been made to ensure accuracy at the time of production, the information provided in this booklet is subject to change according to requirements issued by the NSW Education Standards Authority (NESA) and the resources available to the school.

Both students and parents should carefully read this guide and course descriptions to help make informed choices for the HSC and to support possible career choices.

It is emphasised that students should choose courses based on the three key questions:

1. What subjects do I like learning about?
2. What subjects utilise my strengths as a student?
3. What courses relate to my university and/or vocational career goals?

While the school offers a very broad curriculum, it is important to understand that it is not always possible to run all courses that are chosen. Student choice data, staffing availability and school resources will determine the eventual mix of courses. Courses are then placed on 'lines', which are the 'best fit' for the majority of students. This may mean that some students will miss out on subject preferences, and will be required to adjust their choices.

Lambton HS supports this critical process by conducting a subject selection information evening for students and parents, class discussions in Careers lessons, student participation in an internal expo event and individual student interviews conducted with parents and a staff representative. Parents are encouraged to engage in this process to assist students in making informed decisions.

Subject Selection Timeline

Date	Event
Term 2 Weeks 1-5	<ul style="list-style-type: none"> • Careers and Mentoring lessons on Stage 6 requirements and subject selection
Term 2 Week 3 <i>Friday 16 May</i>	<ul style="list-style-type: none"> • Year 10 Careers Expo excursion
Term 2 Week 6	<ul style="list-style-type: none"> • Publication of <i>Subject Selection Booklet</i>
Term 2 Week 6 <i>Wednesday 4 June</i>	<ul style="list-style-type: none"> • WebChoices Portal open for online submission of selections (9.00am)
Term 2 Week 7 <i>Wednesday 11 June</i>	<ul style="list-style-type: none"> • Year 10 Subject Selection Expo Day • Subject Selection Evening (5.00 – 6.45pm)
Term 2 Week 7 <i>Friday 13 June</i>	<ul style="list-style-type: none"> • Year 10 Subject Selection Interviews (students, parents and staff representative)
Term 2 Week 8 <i>Monday 16 June</i>	<ul style="list-style-type: none"> • WebChoices Portal close for online submission of selections (3.00pm)

Requirements For The Award Of HSC

To be eligible for the award of the Higher School Certificate (HSC) students are required to:

- Study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - At least three courses of 2 units value or greater
 - At least four subjects
- Not exceed a maximum of 6 units of Science courses in the Preliminary year (with a maximum of 7 Units in the HSC year)
- Complete the practical, oral or project works required for specific courses, mandatory work placements for specific courses and the assessment requirements for each course.
- Sit for and make a serious attempt at the required Higher School Certificate examinations.

Additional information:

- The NSW Education Standards Authority (NESA) publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements. This can be found at:
 - <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>
- To be eligible for the ATAR you must satisfactorily complete at least 10 units (including 2 units of English) of ATAR courses (Board Developed Courses). Courses completed must include at least three Board Developed Courses of two units or greater and at least four subjects.
- For Year 10 students from 2023 onwards, the following changes have been made to the ATAR:
 - Any course that schools offer with an HSC exam (Board Developed Course) can count towards the calculation of the ATAR. This removes the categorisation of A and B Board Developed Courses.
 - Previously, students could only have a maximum of 2 units of Category B courses to contribute to an ATAR. This no longer applies.
 - Students can undertake English Studies, Mathematics Standard 1 AND pursue more VET pathways while having the option of an ATAR pathway into university if they sit the HSC examinations.
 - The ATAR will continue to be calculated on 2 units of English, plus the 8 best units.
 - The changes and reform to course categorisation aims to:
 - Improve student choice, with more students able to select a course of study that recognises a breadth of applied and academic learning
 - Strengthen the value and recognition of VET
 - Reduce the barriers of HSC VET examination.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

HSC Minimum Standards

What is the HSC Minimum Standard?

NSW Education Standards Authority (NESA) has implemented the HSC Minimum Standard to help ensure that students have the key literacy and numeracy skills for life after school.

Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC Minimum Standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still:

- Sit the HSC exams
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC Minimum Standard report.

There are no pre-requisites for choosing subjects for Stage 5 or Stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in Stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

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

Further Information – NSW Education Standards Authority (NESA):

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

Pattern Of Study Information

Lambton HS requires all students to complete their Preliminary and HSC years in accordance with NESA requirements. The typical pattern of study involves a minimum of 12 units of study in the Preliminary course (Year 11) and a minimum of 10 units in the HSC course (Year 12).

A full-time student in Year 11 will study a minimum of 12 units, usually 6 subjects. It is compulsory for students to study 2 units of English and elect a further 5 subjects (minimum) to meet NESA requirements. Each subject usually has 9 periods per fortnight on the two-week timetable rotation. Students may elect to do more than 12 units if they are undertaking an extension course.

It should be understood that entry to Year 11 requires regular and sustained attendance to all classes, which may begin in Period 0 (8.05am) and end after Period 7 (4.00pm). However, most classes will follow the usual school timetable commencing with Period 1 (9.00am) and concluding after Period 6 (3.05pm).

In the first instance, all students will choose courses offered at school in a preference order. English is compulsory, students choose which of the English courses they wish to study. After this selection process, those courses not selected in viable class sizes will be eliminated and the school uses highly-capable computer software to form a line pattern that best meets the selections of students. The majority of students will be successful in obtaining 10 units of preferred courses from their selections, in addition to their preferred English course.

Some students will not gain their 10 units of preferred choice because:

- A course of their preferred choice had insufficient numbers to run.
- Due to the combinations of courses they chose, it was not possible for them to all be placed on separate lines.
- The ranking of their preferences and popularity of particular courses meant that their preferred courses may have already been filled.
- Staff and course resource availability.

These students will be allocated the next possible course in their preference list or asked to make a second round of selections based on confirmed courses and line patterns.

Course Types

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

Board Developed Courses

For each course developed by NESA, the following information is available from the NESA website:

- The course objectives, structure, content and outcomes
- Specific course requirements
- 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 Board Developed Courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards calculating the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

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

1. Content Endorsed Courses (CEC) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.
2. Schools may also design courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year only courses. There is no external examination for any Content Endorsed Course or School Designed Courses. They do not count in the calculation of the ATAR. They will be recorded on a student's Record of School Achievement along with all Board Developed Courses.

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) are courses offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). This 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 or simulated workplace at school. Students receive special documentation showing the competencies gained. Schools will deliver some of these courses, while TAFE will deliver others. Some VET courses are Board Developed Courses (ATAR eligible) and others are Board Endorsed Courses.

Course Unit Value

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit, 2 units, 3 units or 4 units. Most courses are 2 units. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2-unit course has an approximate time of 4 hours per week in class (120 per year) and a value of 100 marks.

The following is a guideline to help understand the pattern of courses:

2-Unit Course

- This is the basic structure for most courses.

Extension Course

- Extension study is available in a number of subjects.
- Extension courses are 1-unit courses, which build on the content of the 2-unit course.
- Extension courses require students to work beyond the standard of the 2-unit course, and are available in English, Mathematics, History, Music, Science, some Languages and VET.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

Australian Tertiary Admission Rank (ATAR)

What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is calculated by the Universities Admissions Centre (UAC). The ATAR is a number between 0.00 and 99.95 with increments of 0.05 that indicates a student's position relative to all the students in their age group (i.e. all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means a student is in the top 20 per cent of their age group. The purpose of the ATAR is to provide a measure of overall academic achievement in the HSC that assists institutions to rank applicants for tertiary selection.

ATAR Rules

Rule 1 – Eligibility

- To be eligible for the ATAR you must satisfactorily complete at least 10 units (including 2 units of English) of ATAR eligible courses (Board Developed Courses). The pattern of study must include at least three Board Developed courses of two units or greater and at least four subjects.

Rule 2 – Calculation of the ATAR

- Your ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:
 - Your best 2 units of English AND
 - Your best 8 units from the remaining units from Board Developed Courses (HSC Examination).

Any course that schools offer with an HSC exam (Board Developed Course) can count towards the calculation of the ATAR. This removes the categorisation of A and B Board Developed Courses. Previously, students could only have a maximum of 2 units of Category B courses to contribute to an ATAR. This no longer applies. Students can undertake English Studies, Mathematics Standard 1 AND pursue more VET pathways while having the option of an ATAR pathway into university, if they sit the optional HSC examinations.

Further Information is available from the Head Teacher Secondary Studies, Careers Advisor OR via <http://www.uac.edu.au>.



Life Skills Courses

Life Skills courses are available for students following a special program of study for the Higher School Certificate. Years 11–12 Life Skills courses provide options for students with special education needs who cannot access the regular course outcomes, particularly students with an intellectual disability.

A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10.

Parents considering a Life Skills pattern of study should contact the school to make an appointment to see the Special Education Head Teacher.

More information regarding Life Skills can be found at:

- <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/life-skills>

School To Employment Program (STEP)

The STEP program is a curriculum pathway to cater for increased retention and completion rates and is aimed at improving outcomes for all students.

This pathway can lead to an HSC or alternatively lead to a Record of School Achievement with credentials in TAFE and employment-related areas. The courses involve students in learning experiences at school, TAFE and in the workplace.

STEP would facilitate the following options:

- A combination on HSC and non-HSC courses
- A course pattern which caters for Certificate II or III qualification or Statement of Attainment in SVET and/or TVET courses
- A structure to accommodate for School Based Apprenticeships or Traineeships (SBAT)
- A flexible curriculum and timetable model which allows a combination of study and work.

Students who indicate an interest in selecting this pattern of study program will be required to complete an application and eligibility sheet, in order to ensure the appropriateness of this course of action.

More information on STEP can be obtained through the Careers Adviser.



Pathways

The majority of students who are studying for the Higher School Certificate complete their studies and examinations in two years, however, some students are unable to do so for a variety of reasons, e.g. students with a disability or illness, family commitments and students training for major sporting events.

Students may accumulate HSC courses towards the HSC over a period up to five years, which commences in the first year that the student sits for an HSC examination.

A student may study a reduced number of units each year over the five years or may take a complete break and defer his/her studies for one or more years.

Students who are accumulating the HSC will receive a Record of Achievement in each year of study. All the study requirements must be met for the Preliminary Course and the HSC Course.

Any student considering a Pathways pattern of study will need to arrange a meeting with the Deputy Principal and Head Teach Secondary Studies, in order to ensure the appropriateness of this course of action.



Assessment & Reporting

HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

The HSC reports will provide a description of your achievements in the courses you studied. For Board Developed Courses, the report includes performance in school-based assessments and the externally assessed HSC Examinations.

School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on student performance in assessment tasks undertaken during the course. The other 50% will come from the HSC Examination.

The HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

On satisfactory completion of your HSC, you will receive a portfolio containing:

- **The HSC Testamur**
 - This is the official certificate confirming your achievement of all requirements for the award.
- **The Record of School Achievement**
 - This document lists the courses you have studied and reports the marks and bands you have achieved.
- **Course Reports**
 - For every HSC Board Developed Course (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

Preliminary Course Contributions

Preliminary Student Contributions	
General Service Contribution (voluntary)	\$90
P & C Levy (voluntary – one payment per family)	\$10
Book Deposit (refundable after returning texts)	\$50
Life Ready Program	\$35

Individual courses will have associated contributions listed in the course description page. Please note that prices are to be used as a guide only and are subject to change.



Stage 6 Course Overview

KLA	Preliminary & HSC Course	Board Developed	Board Endorsed	Extension Courses (1 unit)
Creative & Performing Arts (CAPA)	Drama Music 1 Music 2 Visual Arts Photography, Video & Digital Imaging	Yes Yes Yes Yes	Yes	
English	English Advanced English as an Additional Language/Dialect English Standard English Studies	Yes Yes Yes Yes		English Extension 1 English Extension 2 (HSC)
Human Society & Its Environment (HSIE)	Ancient History Business Studies Economics Geography Legal Studies Modern History Society & Culture Studies of Religion II	Yes Yes Yes Yes Yes Yes Yes Yes		History Extension (HSC)
Information Technology / Languages Other Than English (IT/LOTE)	Design & Technology – Multimedia Enterprise Computing French Beginners	Yes Yes Yes		
Mathematics	Mathematics Advanced Mathematics Standard	Yes Yes		Mathematics Extension 1 Mathematics Extension 2 (HSC)
Personal Development, Health & Physical Education (PDHPE)	Health & Movement Science Sport, Lifestyle & Recreation	Yes	Yes	
Science	Biology Chemistry Earth & Environmental Science Investigating Science Physics	Yes Yes Yes Yes Yes		Science Extension (HSC)
Technological & Applied Studies (TAS)	Community & Family Studies Engineering Studies Food Technology Industrial Technology – Timber Textiles & Design Exploring Early Childhood	Yes Yes Yes Yes Yes	Yes	
Vocational Education & Training (VET)	Hospitality (Food & Beverage) Retail Services Fitness Skills for Work & Vocational Pathways	Yes Yes	Yes Yes	

Specific Course Information

English

English is the only compulsory subject in the HSC. Students must choose at least 2 units of English. Students can choose from:

- English Standard – 2 Unit
- English Advanced – 2 Unit
- English as an additional language or dialect (EAL/D) – 2 Unit
- English Studies – 2 Unit (optional HSC examination)
- English Preliminary Extension – 1 Unit

Please note:

- At the end of Year 11 students can drop this extension course or continue with HSC English Extension 1 or exceptional students can further specialise with the English Extension 2 course (1 unit).
- Students doing English Extension must also do English Advanced.

When choosing the English course, it is suggested that students consider their previous/current performance. If in doubt as to which course is most suitable for you, consult with your English teacher or the Head Teacher English.

Mathematics

Mathematics is not a compulsory subject in the HSC. However, the Lambton HS timetable for Stage 6 has a dominant Mathematics line, with limited options for students to select other courses. It is to be noted that students who choose Mathematics in Year 11 will have the option to remove it in the HSC course should they have enough units to do so. Students who decide to choose Mathematics have options from the following courses:

- Mathematics Standard 1 (Mathematics Standard in Preliminary Year and Mathematics Standard 1 in HSC year – optional HSC examination) – 2 unit
- Mathematics Standard 2 (Mathematics Standard in Preliminary Year and Mathematics Standard 2 in HSC year) – 2 unit
- Mathematics Advanced – 2 unit
- Mathematics Extension 1 – 1 unit

Please note:

- The Extension course is for highly able mathematics students.
- Students doing the Mathematics Extension 1 must also do Mathematics Advanced (2 Unit) - this makes 3 units of Mathematics.
- At the end of Year 11 students can remove this additional Unit or continue with HSC Mathematics Extension 1 (1 unit). Students can also further specialise with Mathematics Extension 2 (1 unit) - this makes 4 units of Mathematics.
- Students that complete the Mathematics Extension 2 course in their HSC year will not be required to sit the Mathematics Advanced HSC Examination

When choosing a Mathematics course, students should be guided by their past/current performance. As a general recommendation:

Stage 6 Course	Year 10 Mathematics Performance Level
Mathematics Standard 1 (2 unit)	Stage 5 (Vocational Path)
Mathematics Standard 2 (2 unit)	Stage 5 (Standard/Rich Path)
Mathematics Advanced (2 unit)	Stage 5 (Rich Path)
Mathematics Extension 1 (Preliminary)	Stage 5 (Rich Path ~top 20% of course)

If in doubt as to which course is most suitable for you, consult with your classroom teacher or the Head Teacher Mathematics.

Science

Science is not a compulsory subject in the HSC. Students may choose from the following Science courses:

- Biology – 2 Unit
- Chemistry – 2 Unit
- Earth and Environmental Science – 2 Unit
- Physics – 2 Unit
- Investigating Science – 2 Unit

Please note:

- Students can study a maximum of 6 units of Science courses in the Preliminary year.
- A Science Extension (1 Unit) course is available in the HSC year. Students can study a maximum of 7 units of Science courses in the HSC year.

If in doubt as to which Science(s) courses you should do, consult with your Science teacher or the Head Teacher Science.



Board Developed Courses



ANCIENT HISTORY

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$25.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

Ancient History is intended for students with an interest in ancient civilisations and understanding the influence of the ancient past on the present and the future. This subject involves extensive reading to analyse, synthesise and evaluate information from a range of sources. Ancient History is well suited to students who learn through discussion with peers and can communicate historical information in sustained and cohesive written responses.

Course Description

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

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

Main Topics

Year 11

The Year 11 course comprises of three sections:

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

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

Year 12

The Year 12 course comprises of four sections:

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

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

Further Information

Staff: Mrs. Steiner, Mr. Smythe

Faculty: HSIE

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017>



BIOLOGY

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$50.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

Biology is for students with an interest in living things. It is recommended for students interested in pursuing a career in biomedical research, genetic technologies, health science, zoology or ecology.

Course Description

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

Main Topics

Year 11

The Year 11 course consists of four modules:

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

Year 12

The Year 12 course consists of four modules:

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

Particular Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

Further Information

Staff: Mr. Ware, Mrs. Predny, Mr. Lorang, Mr. Toumazos **Faculty:** Science

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017>



BUSINESS STUDIES

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$25.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

Business Studies is intended for students with an interest in how the business world operates and interacts with society and are considering pursuing careers in management, marketing, finance or human resources. The course is suitable for students wanting to learn skills in applying mathematical concepts appropriate to business situations, investigation, synthesising and evaluating contemporary business issues and communicating business information and issues using appropriate formats.

Course Description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

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

Main Topics

Year 11

The Year 11 course includes:

- Nature of business – the role and nature of business
- Business management – the nature and responsibilities of management
- Business planning – establishing and planning a small to medium enterprise

Year 12

The Year 12 course includes:

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

Further Information

Staff: Mrs. Steiner, Mr. Davies

Faculty: HSIE

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>



CHEMISTRY

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$40.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

Chemistry is ideal for students who wish to pursue a science-related career. The Chemistry course is designed for students who have High to Outstanding achievement in Stage 5 Science. Students should also have substantial achievement in Mathematics.

Course Description

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

Main Topics

Year 11

The Year 11 course consists of four modules:

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

Year 12

The Year 12 course consists of four modules:

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

Particular Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Further Information

Staff: Mr. Ware, Ms. Yadav, Dr. Nicholson

Faculty: Science

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017>



COMMUNITY & FAMILY STUDIES

Board Developed Course:	<input checked="" type="checkbox"/>	HSC Exam:	<input checked="" type="checkbox"/>	Units:	2	Preliminary Course:	<input checked="" type="checkbox"/>
Board Endorsed Course:	<input type="checkbox"/>	ATAR:	<input checked="" type="checkbox"/>	Years:	2	HSC Course:	<input checked="" type="checkbox"/>
Course Contributions: N/A			Exclusions: Nil				

Who is this subject intended for?

Students with an interest in personal and community health, family structure and social commentary. Those pursuing careers in childcare, health, counselling or teaching would find this subject useful. Students need to be self-motivated to develop an individual research project.

Course Description

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

Main Topics

Year 11

The Year 11 course includes:

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

Year 12

The Year 12 course includes:

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

Particular Course Requirements

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

Further Information

Staff: Mrs. Bertram, Mrs. Cossettini

Faculty: TAS

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus>



DESIGN & TECHNOLOGY – MULTIMEDIA

Board Developed Course:	<input checked="" type="checkbox"/>	Category A:	<input checked="" type="checkbox"/>	HSC Exam:	<input checked="" type="checkbox"/>	Units:	2
Board Endorsed Course:	<input type="checkbox"/>	Category B:	<input type="checkbox"/>	ATAR:	<input checked="" type="checkbox"/>	Years:	2
Course Contributions: N/A				Exclusions: Nil			

Who is this subject intended for?

Students will understand principles of design and technology, enabling them to become innovative community leaders, entrepreneurs, or artists. This course provides students an opportunity to focus on innovation, creativity, and technology. Design and Technology – Multimedia requires students to create a Major Design Project, and this is on a topic of their choosing.

Course Description

This course involves the study of design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. It involves hands-on practical activities which develop knowledge and skills in designing and producing. The course involves the development, realisation and documentation of design projects.

Main Topics

Year 11

The Year 11 course comprises of sections:

- Preliminary design project
- Innovation in design
- Designer case study

Year 12

The Year 12 course comprises of the following sections:

- HSC Major Design Project
- Innovation case study

Particular Course Requirements

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

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

Further Information

Staff: Mr. Pulsford, Mr. Swain-Perrott

Faculty: IT/LOTE

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/tas/design-and-technology-syllabus>



DRAMA

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$20.00 (per year)		Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	

Who is this subject intended for?

Students interested in developing their skills to be a collaborative member of society with the ability to be a critical and innovative thinker. Drama places the student in a good position for employability, with a strong focus on communication and creativity. Drama works well in conjunction with English and provides students with a fundamental ability to question social, political and cultural issues. It is intended to promote students as independent learners while promoting them to be reliable group member who shares knowledge and ideas with others.

Course Description

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

Main Topics

Year 11

The Year 11 course content comprises an interaction between the components of Improvisation, Play-building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

Year 12

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

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

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

Particular Course Requirements

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

Further Information

Staff: Mr. Wilson, Ms. Grivas

Faculty: CAPA

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus>



EARTH & ENVIRONMENTAL SCIENCE

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$30.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

Earth and Environmental Science is intended for students who wish to pursue a career in Environmental Science, Environmental Engineering, Geology, Geography and students who have general interest in Science.

Course Description

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

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

Main Topics

Year 11

The Year 11 course includes:

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

Year 12

The Year 12 course includes:

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

Particular Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

Further Information

Staff: Mr. Ware, Ms. Attenborough, Dr. Bailey

Faculty: Science

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/earth-and-environmental-science-2017>



ECONOMICS

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$25.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

This course provides student with opportunities to learn about the challenges and issues in a contemporary Australian economic context. It is ideally suited to students who relish the opportunities to deep-dive into current economic affairs to understand ramifications of political decisions, and apply their mathematical skills to current situations. Students develop their analytical, problem-solving and communication skills to make informed judgements about economic issues.

Course Description

A student who has completed the Preliminary and HSC courses should have knowledge and skills enabling them to:

- Comprehend the background and implications of contemporary economic issues
- Discuss appropriate policies to solve economic problems and issues
- Understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy
- Identify fluctuations in the global and Australian economies and their likely effects on business
- Understand reasons for changes in employment patterns
- Identify, using economic thinking, appropriate strategies to protect the natural environment.

Main Topics

Year 11

The Year 11 course includes:

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

Year 12

The Year 12 course includes:

- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies and Management

Further Information

Staff: Mrs. Steiner, Mr. Davies

Faculty: HSIE

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics>



ENGINEERING STUDIES

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$40.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

Engineering Studies is designed for people with an interest in engineering. Engineering plays a critical role in the modern world. From the design of important infrastructure projects through to the goods and services used by people every day, engineers are involved with problem-solving on every scale. Students considering this course should have substantial achievement in Mathematics.

Course Description

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

Main Topics

Year 11

Students undertake the study of 4 compulsory modules:

- Three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: Engineering Fundamentals, Engineering Products and Braking Systems.
- One focus module relating to the field of Biomedical Engineering.

Year 12

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

In Year 11, 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). In Year 12, students are required to produce one engineering report from either of the two Engineering Application Modules, and one from either of the two Engineering Focus Modules. One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Further Information

Staff: Mr. Papadopoulos

Faculty: TAS

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/tas/engineering-studies-syllabus>



ENGLISH ADVANCED

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$40.00 (Year 11-12 combined contribution)		Exclusions: English Standard; English Studies; English EAL/D	

Who is this subject intended for?

For students with a record of high achievement in English. Students who choose this course would typically be students with a love of challenging texts and a desire to write conceptually. The course is of particular benefit to students with plans for a humanities-based University pathway.

Course Description

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

Main Topics

Year 11

The Year 11 course includes two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

Year 12

The Year 12 course includes two sections:

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Further Information

Staff: Mrs. Reay

Faculty: English

NESA: <https://curriculum.nsw.edu.au/learning-areas/english/english-advanced-11-12-2024/overview>



ENGLISH EAL/D

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$30.00 (Year 11-12 combined contribution)		Exclusions: English Advanced; English Standard, English Studies; English Extension	
Eligibility: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/eligibility-for-courses			

Who is this subject intended for?

The English EAL/D (English as an Additional Language or Dialect) course is for students who have been educated in English for five years or less, either in Australia or overseas. The eligibility rules for this course can be found via the link above. Students undertaking this course are required to submit formal documentation to NESA proving eligibility status.

Course Description

In the English EAL/D Year 11 course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.

In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis.

In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.

Main Topics

Year 11

The Year 11 course includes:

- Students study three modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are: Reading To Write (Transition to English EAL/D), Close Study of Text and Texts and Society.
- Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.

Year 12

The Year 12 course includes:

- Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.
- The fourth module, Writing, is studied concurrently throughout the year to develop students understanding and use of language in developing their own written responses.

Further Information

Staff: Mrs. Reay, Mrs. Crowe

Faculty: English

NESA: <https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview>



ENGLISH EXTENSION

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 1 or 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$30.00 (Ext. 1 Year 11-12 combined contribution), \$30.00 (Ext. 2 Year 12 contribution)		Exclusions: English Standard; English Studies; English EAL/D	
Prerequisites: English Advanced; English Extension (Preliminary Course) is a prerequisite for both the English Extension 1 (1 Unit) and English Extension 2 (2 Unit) HSC courses.			

Who is this subject intended for?

High performing English students with a flair for and interest in the relationship between literature and society would enjoy this course, particularly if they are considering English or a related field as a career option. Students must consult their classroom teacher and Head Teacher English prior to selecting this course.

Course Description

The English Extension Preliminary Course is a 1-unit course, where students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. Students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

Students who complete the English Extension Preliminary Course have the following study options in for the HSC course:

- English Extension 1 (1 unit): Students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.
- English Extension 2 (2 unit): Students develop a sustained composition, and document their reflection on this process. This course is only available in the HSC Course (Year 12).

Main Topics

Year 11

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

Year 12

English Extension 1: The course has one common module (Literary Worlds) with five associated electives. Students must complete one elective chosen from one of the five electives offered for study: Confessional Worlds, Historical Worlds, Hybrid Worlds, Natural Worlds and Shakespearean Worlds. Students are also required to study:

- At least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2027-2028 document)
- At least TWO related texts.

English Extension 2: The course requires students to undertake an Author Study as well as engaging in the composition process in order to complete a Major Work and Reflection Statement.

Further Information

Staff: Mrs. Reay

Faculty: English

NESA: <https://curriculum.nsw.edu.au/learning-areas/english/english-extension-11-12-2024/overview>



ENGLISH STANDARD

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$40.00 (Year 11-12 combined contribution)		Exclusions: English Advanced; English Studies; English EAL/D	

Who is this subject intended for?

Intended for students with sound skills in English. Students who choose this course would typically be students seeking an ATAR with an interest in reading and viewing a range of engaging texts. Texts studied are both accessible and challenging.

Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

Main Topics

Year 11

The Year 11 course includes two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.

Year 12

The Year 12 course includes two sections:

- The HSC Common Content consists of one module: Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Further Information

Staff: Mrs. Reay

Faculty: English

NESA: <https://curriculum.nsw.edu.au/learning-areas/english/english-standard-11-12-2024/overview>



ENGLISH STUDIES

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: Optional	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: Conditional	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$30.00 (Year 11-12 combined contribution)		Exclusions: English Advanced; English Standard, English EAL/D; English Extension	

Who is this subject intended for?

This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who intend to proceed from school directly into employment or vocational training. *While this course can contribute to an ATAR (if the optional examination is undertaken), this course is not recommended for students requiring an ATAR for entry to university.*

Course Description

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes. In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

Main Topics

Year 11

The Year 11 course includes the following focus areas:

- Reading to write: Transition to English Studies
- Elective focus areas

Year 12

The Year 12 course includes the following focus areas:

- Narrative and human experiences
- Writing for purpose
- Elective focus areas

Particular Course Requirements

There is no compulsory HSC external examination in English Studies 11–12. Students may choose to sit for an optional HSC examination. Should a student seek an Australian Tertiary Admission Rank (ATAR), the examination mark for English Studies will be used by the Universities Admissions Centre (UAC) to calculate an ATAR. Students who do not sit the optional HSC examination for English Studies are not eligible for the calculation of an ATAR.

Further Information

Staff: Mrs. Reay

Faculty: English

NESA: <https://curriculum.nsw.edu.au/learning-areas/english/english-studies-11-12-2024/overview>



ENTERPRISE COMPUTING

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: N/A		Exclusions: Nil	

Who is this subject intended for?

Students with an interest in computer science, with less of a focus on programming. Whilst still technical, this subject is focused on the human side of computer science with topics such as AI, Cybersecurity and User Experience. Students with an interest in these topics would be well suited to this course.

Course Description

Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information that supports commercial, industrial, social, and environmental initiatives. Students perform project work and apply their knowledge and skills in the areas of: interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems.

This subject is part of the new NESA structure for examinations - conducted online via a computer and answers are typed.

Main Topics

Year 11

The Year 11 course includes:

- Interactive media
- User Experience
- Networking systems
- Social Computing
- Cybersecurity

Year 12

The Year 12 course includes:

- Data Science
- Data Visualization
- Intelligent Systems
- Expert Systems
- Artificial intelligence
- Enterprise Project

Further Information

Staff: Mr. Pulsford, Mr. Swain-Perrott

Faculty: IT/LOTE

NESA: <https://curriculum.nsw.edu.au/syllabuses/enterprise-computing-11-12-2022>

FOOD TECHNOLOGY

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$60.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

Food Technology is a good starting point for students interested in a career in food manufacture, food marketing and/or nutrition. The course enables students to develop an understanding of food systems, the importance of food and health and the social and economic future of Australia.

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

Year 11

The Year 11 course includes:

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

Year 12

The Year 12 course includes:

- 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. Such experiential learning activities are specified in the 'learn to' section of each strand.

Further Information

Staff: Mrs. Bertram

Faculty: TAS

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/tas/food-technology-syllabus>



FRENCH BEGINNERS

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: N/A		Exclusions: French Continuers, French Extension	
Eligibility: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/eligibility			

Who is this subject intended for?

For students who want to study the French language and culture, and who have previously studied no more than the 100 hours of mandatory French. The eligibility rules for this course can be found via the link above. Students undertaking this course are required to submit formal documentation to NESA proving eligibility status.

Course Description

In the Preliminary and HSC Courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Main Topics

Main topics covered in the Year 11 and Year 12 courses include:

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

Further Information

Staff: Mr. Pulsford, Mr. Nash

Faculty: IT/LOTE

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/beginners/french-beginners-syllabus>

GEOGRAPHY

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$25.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

Geography is suited to a wide range of students. Students will acquire a greater awareness and understanding of the world, and their place in it. The skills acquired will have many applications in their adult life and in tertiary education.

The study of Geography is a logical choice for students wishing to pursue a career as a forester, travel consultant, town planner, meteorological technical officer, environmental scientist, journalist, pilot and many more. TAFE NSW offers credit to geography students in courses such as Environmental Practices, Climate and Ecology amongst others.

Course Description

The senior Geography course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. In Year 11 students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation. In Year 12 students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

Main Topics

Year 11

The Year 11 course includes:

- Earth's natural systems
- People, patterns and processes
- Human–environment interactions
- Geographical Investigation

Year 12

The Year 12 course includes:

- Global sustainability
- Rural and urban places
- Ecosystems and global biodiversity

Particular Course Requirements

Twelve (12) hours of mandatory fieldwork is undertaken in both Year 11 and Year 12 courses. Fieldwork may be integrated within an individual focus area or across focus areas as appropriate. Attendance is mandatory for all students as fieldwork is a NESA requirement.

Further Information

Staff: Mrs. Steiner, Mr. T Keath

Faculty: HSIE

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography>



HEALTH & MOVEMENT SCIENCE

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$20.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

Individuals who are passionate about personal or community well-being, physical activity, or enhancing sports performance. Movement and Health Science may also be of benefit for those aspiring to enter professions in health, coaching, personal training, sports science, physiotherapy, or simply anyone intrigued by topics within the realm of health and sports. The majority of the course time is dedicated to improving student understanding of the theoretical components related to sporting performance and health.

Course Description

Health and Movement Science draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement.

The study of health sciences draws on epidemiology, dimensions and determinants of health, and social justice principles. This enables students to think critically about the equity, access and sustainability of health and wellbeing for individuals and communities. Health promotion is explored as a way to improve health for individuals and communities. Students investigate the United Nations Sustainable Development Goals (SDGs), which represent an ambitious vision of a healthier, more prosperous, inclusive and resilient world.

Participation in physical activity plays a significant role in improving the health and wellbeing of individuals and communities. Learning in, through and about the movement sciences involves exploring and thinking critically about the interrelationships between anatomy, physiology, biomechanics, psychology, sociology, nutrition, skill acquisition, injury prevention and rehabilitation. Acquiring the knowledge and skills to be physically active can optimise individual and team performance and develop positive movement habits across the lifespan.

This course provides opportunities to explore areas of interest in greater depth and apply health and movement concepts to various contexts and groups. To equip students to navigate the dynamic nature of health and movement, emphasis is given to developing skills of collaboration, analysis, communication, creative thinking, problem-solving and research.

Main Topics

Year 11

The Year 11 course includes:

- Health for individuals and communities
- The body and mind in motion
- Collaborative investigation

Year 12

The Year 12 course includes:

- Health in an Australian and global context
- Training for improved performance

Further Information

Staff: Ms. Cohen

Faculty: PDHPE

NESA: <https://curriculum.nsw.edu.au/learning-areas/pdhpe/health-and-movement-science-11-12-2023/overview>



HISTORY EXTENSION

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 1	Preliminary Course: <input type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 1	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$25.00 (Year 12 only)		Exclusions: N/A	
Prerequisite: Ancient History and/or Modern History (Preliminary courses)		Co-requisite: Ancient History and/or Modern History (HSC courses)	

Who is this subject intended for?

History Extension is designed for students who wish to enhance their skills in critical and reflective thinking through debating, constructing and defending a historical position in reasoned and cohesive arguments. These skills are of particular value to students considering tertiary study by providing an introduction to exploring a range of perspectives and developing considered positions.

Course Description

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

Main Topics

Year 12

The Year 12 course comprises of two sections:

1. Constructing History

• Key questions

- What is history?
- Who are the producers of history in different eras?
- How has history been constructed, recorded and presented in different eras?
- Why have approaches to history changed in different eras?

• Case studies

- Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of historiographical interpretation.

2. History Project

- Students will undertake an individual investigation, focusing on an area of historiographical interpretation.

Particular Course Requirements

Students wishing to undertake this course will need to complete an application form at the beginning of the HSC course and must receive endorsement from their classroom teacher and Head Teacher.

The course requires students to undertake:

- One case study
- The development of one History Project.

Further Information

Staff: Mrs. Steiner, Mr. Smythe

Faculty: HSIE

NESA: <https://curriculum.nsw.edu.au/learning-areas/hsie/history-extension-11-12-2024/overview>



INDUSTRIAL TECHNOLOGY – TIMBER

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$75.00 (Timber – per year)		Exclusions: Students can only study one focus area (Timber only offered at Lambton HS).	

Who is this subject intended for?

Timber Products and Furniture Technologies: This course is for students who enjoy designing and creating products using contemporary materials, tools, processes and techniques that are specific to Industrial Technology – Timber. Students need to be able to work independently and collaboratively on activities.

Course Description

Students who select Industrial Technology are only permitted to study one focus area. The focus area offered at Lambton HS is:

- Timber Products and Furniture Technologies

Industrial Technology will develop a student's understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. The subject consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area.

Main Topics

Year 11

In relation to the relevant focus area:

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

Year 12

In relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

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

Further Information

Staff: Mr. Bozinovski

Faculty: TAS

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/tas/industrial-technology>



INVESTIGATING SCIENCE

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$30.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

Investigating Science is for students interested in the scientific process and who have a desire to conduct their own scientific investigations.

Course Description

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws. Students learn practical investigation techniques to support holistic conclusions that underpin best practices in a range of professions (e.g. physiotherapy, biomedical, radiology) and sectors (e.g. energy, environment, education).

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

Main Topics

Year 11

The Year 11 course includes:

- Module 1: Cause and Effect – Observing
- Module 2: Cause and Effect – Inferences and Generalisations
- Module 3: Scientific Models
- Module 4: Theories and Laws

Year 12

The Year 12 course includes:

- Module 5: Scientific Investigations
- Module 6: Technologies
- Module 7: Fact or Fallacy?
- Module 8: Science and Society

Particular Course Requirements

Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Students may use depth study time to extend their understanding of course content in other science courses. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Further Information

Staff: Mr. Ware

Faculty: Science

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/investigating-science-2017>



LEGAL STUDIES

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$25.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

Legal Studies is intended for students interested in promoting a just and fair society, with a view to empowering themselves to participate effectively as responsible citizens. This subject involves extensive reading to investigate the interrelationship between law, justice and society and the changing nature of the law. Students are required to develop skills in analysing and communicating relevant legal information and issues and the ability to present arguments supported by legal reasoning.

Course Description

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

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

Main Topics

Year 11

The Year 11 course includes:

- Part I – The Legal System
- Part II – The Individual and the Law
- Part III – The Law in Practice

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

Year 12

The Year 12 course includes:

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order
- *Note:* Each topic's themes and challenges should be integrated into the study of the topic.

Further Information

Staff: Mrs. Steiner, Mr. T Keath

Faculty: HSIE

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies>



MATHEMATICS ADVANCED

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$24.00 (per year – students will also be required to purchase new syllabus textbook)		Exclusions: Mathematics Standard	
Prerequisites: The content and outcomes of all sub-strands of Stage 5 Core Course and Stage 5 Standard Course, and the following sub-strands of Stage Rich Course: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis. Also, at least some of the content from the following sub-strands of Stage 5 rich Course: Non-linear relationships, Properties of Geometrical Shapes.			

Who is this subject intended for?

Students who enjoy mathematics. This course is suitable for students who intend to pursue a career in science, finance, medicine, engineering or mathematics. It is particularly suited to students who have performed well in the Mathematics Rich Course in Stage 5.

Note: Students that have previously studied the Year 10 Stage 5 Standard course will need to demonstrate proficiency in all Stage 5 Rich Course concepts prior to the commencement of the Mathematics Advanced course.

Course Description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as 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 study of Mathematics Advanced in Stage 6:

- Enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- Provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- Provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- Provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Main Topics

Year 11

The Year 11 course includes:

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

Year 12

The Year 12 course includes:

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

Further Information

Staff: Mrs. Nolan

Faculty: Mathematics

NESA: <https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-advanced-11-12-2024/overview>



MATHEMATICS EXTENSION 1

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 1	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$24.00 (per year – students will also be required to purchase new syllabus textbook)		Exclusions: Mathematics Standard	
Prerequisite: All Mathematics Stage 5 outcomes		Co-requisite: Mathematics Advanced	

Who is this subject intended for?

Students who enjoy mathematics at the highest levels. It is also recommended to students who intend to pursue a career in science, finance, medicine, engineering or mathematics fields.

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. The study of Mathematics Extension 1 in Stage 6:

- Enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- Provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively.
- Provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality.
- Provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level.
- Provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Main Topics

Year 11

The Year 11 course includes:

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

Year 12

The Year 12 course includes:

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

Further Information

Staff: Mrs. Nolan

Faculty: Mathematics

NESA: <https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-extension-1-11-12-2024/overview>



MATHEMATICS EXTENSION 2

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 1	Preliminary Course: <input type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 1	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$24.00 (Year 12 only – students will also be required to purchase new syllabus textbook)		Exclusions: Mathematics Standard	
Prerequisite: Mathematics Advanced, Mathematics Extension 1 (Preliminary).		Co-requisite: Mathematics Extension 1 (HSC)	

Who is this subject intended for?

This HSC course (Year 12 only) designed for students with a special interest in mathematics who have shown that they possess a strong aptitude for the subject. Teacher endorsement, along with the meeting of other course prerequisites, will be required for students to enroll in this course in Year 12.

Course Description

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen. The study of Mathematics Extension 2 in the HSC Course:

- Enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- Provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- Provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- Provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- Provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

Main Topics

Year 12

The Year 12 course includes:

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

Further Information

Staff: Mrs. Nolan

Faculty: Mathematics

NESA: <https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-extension-2-11-12-2024/overview>



MATHEMATICS STANDARD

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$24.00 (per year – students will also be required to purchase new syllabus textbook)		Exclusions: Mathematics Advanced, Mathematics Extension 1 & 2	
Prerequisites: The content and outcomes of all sub-strands of Mathematics Core Stage 5 that includes: Number and algebra, data, probability, trigonometry, area and surface area, financial mathematics, linear relationships, non-linear relationships and right-angled triangles.			

Who is this subject intended for?

Students who value and want to develop their skills in mathematics, but do not wish to pursue university study in mathematics, medicine or engineering fields.

Course Description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner. The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard Syllabus.

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

- **Mathematics Standard 1:** Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning. *This course is not recommended for students who are pursuing an ATAR. Students studying the Mathematics Standard 1 course are not required to undertake the optional HSC Examination (however, may elect to undertake the optional HSC examination to contribute to an ATAR).*
- **Mathematics Standard 2:** In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. All students studying the Mathematics Standard 2 course will sit the HSC examination.

Main Topics

Year 11

The Year 11 course includes:

- Algebra
- Measurement
- Financial Mathematics
- Statistics
- Networks

Year 12 (Standard 1: Optional HSC Exam)

The Year 12 course includes:

- Algebra
- Measurement
- Financial Mathematics
- Statistics

Year 12 (Standard 2: HSC Exam)

The Year 12 course includes:

- Algebra
- Measurement
- Financial Mathematics
- Statistics
- Networks

Further Information

Staff: Mrs. Nolan

Faculty: Mathematics

NESA: <https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-standard-11-12-2024/overview>



MODERN HISTORY

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$25.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

Modern History is intended for students with an interest in issues, individuals and events. This subject involves extensive reading to analyse, synthesise and evaluate information from a range of sources. Modern History is well suited to students who learn through discussion with peers and have the ability to communicate historical information in sustained and cohesive written responses.

Course Description

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

The HSC course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

Main Topics

Year 11

The Year 11 course includes:

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

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

Year 12

The Year 12 course includes:

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

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

Further Information

Staff: Mrs. Steiner, Mr. Smythe

Faculty: HSIE

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>



MUSIC 1

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$40.00 (per year)		Exclusions: Music 2, Music Extension	

Who is this subject intended for?

This course is for students with an interest in all types of music regardless of their past musical experience. Students may already be proficient musicians or beginners with little prior knowledge. Students' musical tastes and interest may vary widely. They are all catered for in this course.

Course Description

In Music 1 students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics

Year 11

Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

Year 12

Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

Particular Course Requirements

Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Students may use depth study time to extend their understanding of course content in other science courses. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Further Information

Staff: Mr. Wilson

Faculty: CAPA

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>



MUSIC 2

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$40.00 (per year)		Exclusions: Music 1; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	

Who is this subject intended for?

This academically rigorous course is designed for students who have a strong prior understanding of music reading, writing and performance. It requires students to engage deeply in composition and musicology.

Course Description

In Music 2 students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics

Year 11

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600–1900. The Additional Topic is chosen from a list of six topics which covers a broad range of styles, periods and genres.

Year 12

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. The Additional Topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres. In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

Particular Course Requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC. The additional topic studied in the HSC must be different to the topic studied in the Preliminary course. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. All students will be required to develop a composition portfolio for the core composition.

Further Information

Staff: Mr. Wilson

Faculty: CAPA

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-2-syllabus>

PHYSICS

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$30.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

For students interested in investigating the models and laws which explain natural phenomena. The Physics course suits students who are interested in pursuing a career in Science, Engineering or Medicine. The Physics course is designed for students who have High to Outstanding achievement in Stage 5 Science. Students should also be studying Mathematics 10.3 in Year 10, and should choose at least Mathematics Advanced in Stage 6.

Course Description

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

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

Main Topics

Year 11

The Year 11 course includes:

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

Year 12

The Year 12 course includes:

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

Particular Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Further Information

Staff: Mr. Ware, Mrs. Predny, Dr. Bailey

Faculty: Science

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017>



SCIENCE EXTENSION

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 1	Preliminary Course: <input type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 1	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$50.00 (Year 12 only)		Exclusions: Life Skills Sciences courses	
Prerequisite: Study of at least one of Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 and continue the study of at least one of these science courses throughout Year 12.		Co-requisite: One of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.	

Who is this subject intended for?

This one-unit course is taken by students in Year 12. Science Extension is intended for students who are passionate and interested in science. Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

Course Description

Students undertaking this course will experience a focus on the authentic application of scientific research skills to produce a Scientific Research Report, generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. Throughout the course student will:

- Build on the Working Scientifically outcomes of their Stage 6 Science courses (Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics).
- Complete a Scientific Research project as part of a major work portfolio.
- Develop and extend their understanding of the nature, development, and processes of scientific research.
- Build skills in data processing and statistical analysis.

Main Topics

Year 12

The Year 12 course includes:

- Module 1: The Foundations of Scientific Thinking
- Module 2: The Scientific Research Proposal
- Module 3: The Data, Evidence and Decisions
- Module 4: The Scientific Research Report

Particular Course Requirements

Science Extension students must maintain enrolment in at least one of the two-unit Stage 6 Science courses (Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics) throughout Year 11 and Year 12. Science Extension is a one-unit course that adds onto Stage 6 Science students' program of study at the beginning of Year 12. Students can be enrolled in a maximum of seven-units of Stage 6 Science courses (up to three two-unit Science courses and Science Extension).

Further Information

Staff: Mr. Ware, Dr. Nicholson

Faculty: Science

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/science-extension-syllabus>



SOCIETY & CULTURE

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$25.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

Society and Culture is ideal for students wanting to develop their knowledge of themselves, their own society and culture and the societies and cultures of others. Society and Culture students are required to apply research skills to analyse the interactions of individuals, groups and institutions. This subject is well-suited to students with strong written communication skills and the ability to manage their own learning in a major project.

Course Description

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

Main Topics

Year 11

The Year 11 course includes:

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

Year 12

The Year 12 course includes:

- Core Study Areas:
 - Social and Cultural Continuity and Change: The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
 - The Personal Interest Project (PIP): An individual research project
- Depth Studies (two to be chosen from):
 - Popular Culture
 - Belief Systems and Ideologies
 - Social Inclusion and Exclusion
 - Social Conformity and Nonconformity

Further Information

Staff: Mrs. Steiner, Mr. Ling, Mrs. Tabor

Faculty: HSIE

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>



STUDIES OF RELIGION II

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$25.00 (per year)		Exclusions: Studies of Religion I	

Who is this subject intended for?

Studies of Religion II is ideal for students wanting to contribute towards a just society brought about through empathy for, and acceptance of, religious diversity. This subject involves extensive reading to investigate the nature and expression of religions and the influence on adherents. Studies of Religion II is well suited to students who learn through discussion with peers and have the ability to communicate information through a range of written forms.

Course Description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Main Topics

Year 11

The Year 11 course includes:

- Nature of Religion and Beliefs
- Three Religious Traditions Studies from:
 - Buddhism, Christianity, Hinduism, Islam, Judaism
- Religions of Ancient Origin
- Religion in Australia pre-1945

Year 12

The Year 12 course includes:

- Religion and Belief Systems in Australia post-1945
 - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Three Religious Tradition Depth Studies from:
 - Buddhism, Christianity, Hinduism, Islam, Judaism
- Religion and Peace
 - The distinctive response of religious traditions to the issue of peace.
- Religion and Non-Religion
 - The human search for meaning through new religious expression, non-religious worldviews and the difference between religious and non-religious worldviews.

Further Information

Staff: Mrs. Steiner, Miss. Miceli

Faculty: HSIE

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-2>

TEXTILES & DESIGN

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$40.00 (per year)		Exclusions: Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016	

Who is this subject intended for?

This course is for students who enjoy being creative, and want to develop skills in designing, manipulating and experimenting with fabrics for an end use. Textiles can provide pathways into fields such as Fashion Design, Interior Design, Fashion Construction, Marketing or science-based fields in research of fibres/fabric development.

Course Description

The Preliminary Course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC Course builds upon the Preliminary Course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

Main Topics

Year 11

The Year 11 course includes:

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

Year 12

The Year 12 course includes:

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

Particular Course Requirements

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. 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.

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

Further Information

Staff: Miss. Loveday

Faculty: TAS

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/tas/textiles-and-design-syllabus>



VISUAL ARTS

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: <input checked="" type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: <input checked="" type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$75.00 (per year)		Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	

Who is this subject intended for?

The study of Visual Arts is recommended for students who are interested in creative work and critical thinking. The conceptual basis of this course provides an opportunity for developing personal skills, talents and interest, and to extend imagination and originality.

Course Description

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

Main Topics

Year 11

Preliminary Course learning opportunities focus on:

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the artworld
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view
- How students may develop meaning and focus and using visual language in artmaking
- Building understandings over time through various investigations and working in different forms.

Year 12

HSC Course learning opportunities focus on:

- Developing practice in artmaking, art criticism, and art history
- Constructing an informed point of view in increasingly independent ways
- Application of different interpretive frameworks in investigations
- Understanding the relationships between artists, artworks, the world and audiences within the artworld and application of these to their own investigations
- Strengthening material practice and demonstrating conceptual meaning in artmaking.

Particular Course Requirements

HSC Course requirements:

- Development of a body of work and use of a process diary to document artmaking.
- A minimum of five Case Studies (4–10 hours each).
- Deeper and more complex investigations in artmaking, art criticism and art history.

Further Information

Staff: Mr. Wilson

Faculty: CAPA

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>



Board (Content) Endorsed Courses



EXPLORING EARLY CHILDHOOD

Board Developed Course: <input type="checkbox"/>	HSC Exam: <input type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input checked="" type="checkbox"/>	ATAR: <input type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$40.00 (per year)		Exclusions: Nil	

Who is this subject intended for?

This is a Board Endorsed Course (non-ATAR) for students interested in developing their understanding and skills in childcare and early education.

Course Description

Our society is increasingly recognising that children's experiences in the early childhood years form the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

Main Topics

Through the study of Exploring Early Childhood, students will:

- Develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years.
- Recognise the uniqueness of all children, including those who have special needs.
- Become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play.
- Identify the range of services developed and provided for young children and their families.
- Consider the role of family and community in the growth, development and learning of young children.
- Reflect upon potential implications for themselves as adults, in relation to young children.
- Understand and appreciate the diversity of cultures within Australia and the ways in which these influence children and families.
- Become aware of the work opportunities available in the area of children's services.

Particular Course Requirements

There is no external HSC examination (delivered by NESAs). Assessment is school-based and an outcome grade will appear on the students HSC Record of Achievement.

Further Information

Staff: Ms. Beacher, Miss. Loveday

Faculty: TAS

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/exploring-early-childhood>



PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

Board Developed Course: <input type="checkbox"/>	HSC Exam: <input type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input checked="" type="checkbox"/>	ATAR: <input type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$40.00 (per year)		Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	

Who is this subject intended for?

This is a Board Endorsed Course (non-ATAR) for students interested in photography and videography.

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. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Main Topics

Modules may be selected in any of the three broad fields of Wet Photography, Video and Digital Imaging. Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements

There is no external HSC examination (delivered by NESA). Assessment is school-based and an outcome grade will appear on the students HSC Record of Achievement. Students are required to keep a diary throughout the course.

Further Information

Staff: Mr. Wilson

Faculty: CAPA

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/photography-video-and-digital-imaging>



SPORT, LIFESTYLE & RECREATION STUDIES

Board Developed Course:	<input type="checkbox"/>	HSC Exam:	<input type="checkbox"/>	Units:	2	Preliminary Course:	<input checked="" type="checkbox"/>
Board Endorsed Course:	<input checked="" type="checkbox"/>	ATAR:	<input type="checkbox"/>	Years:	2	HSC Course:	<input checked="" type="checkbox"/>
Course Contributions: \$8.00 (per year)				Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			

Who is this subject intended for?

This is a Board Endorsed Course subject for students interested in developing an understanding of sport, healthy lifestyle and recreation through a mainly practical format. Student wishing to take further study in these areas may find this course appropriate.

Course Description

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Assessment in Sport, Lifestyle and Recreation Studies is based on 70% practical components, 30% theory components. Students who study this subject will develop:

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

Main Topics

The course provides the opportunity to specialise in areas of expertise or interest through **optional modules** such as:

- Fitness
- Games & Sport Applications I
- Games & Sport Applications II
- Individual Games & Sports Applications
- Resistance Training
- Sports Coaching & Training

Further Information

Staff: Ms. Cohen

Faculty: PDHPE

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/sport-lifestyle-recreation-studies>



Vocational Education & Training Courses



VET Information & Frequently Asked Questions

What does VET mean?

VET means Vocational Education and Training. VET courses are available at Stage 5 and at Stage 6 - Higher School Certificate (HSC) for students which allows the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

What is the difference between VET courses and other HSC courses?

- VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC and ATAR.
- Learning and assessment focuses on skills and is competency based.
- In some VET courses work placement is compulsory

What is reported on the HSC?

All VET courses are recorded on the HSC. As well, an HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to the NSW Education Standards Authority (NESA).

What are competencies?

A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF) are classed as Board Developed Courses. All Board Developed Courses can be used in the calculation of the ATAR. In order for a VET course to count towards a ATAR, a student must study a 240-hour course and must sit a written exam for the HSC.

What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

What are Australian Qualification Framework (AQF) qualifications?

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency they achieve.

What are Industry Curriculum Frameworks (ICF)?

NSW Education Standards Authority NESA has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120- hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?

A VET BEC course may have a mandatory work placement, but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study. However, a Board Endorsed Course (VET BEC) does not contribute to the ATAR.

What are Specialisation Courses?

Specialisation courses are 1-unit or 2-unit extensions added to the 240-hour (2-unit x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AQF levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

Why is work placement compulsory in some VET courses?

Industry says workplace learning greatly enhances classroom training. Work placement in a 240- hour course is 70 hours (usually done as two one-week blocks, one week during the Preliminary course and one week during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

Who delivers VET to students?

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

What is RPL?

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. The relevant VET Coordinator at your school holds application forms.

What is Credit Transfer?

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification. The relevant VET Coordinator at your school holds application forms.

How do foundation and employability skills relate to VET courses?

Foundation and employability skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions."



HOSPITALITY (FOOD & BEVERAGE)

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: Optional	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: Conditional	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: \$200.00 (per year)	Qualification: Certificate II	Work Placement: Mandatory 35 hours per year	

Who is this subject intended for?

This course is suited to students with an interest in hospitality. The hospitality industry represents a range of food and beverage services – restaurants, cafes, coffee shops, pubs, clubs, bars, nightclubs and casinos. Catering operations provide an extensive range of food and beverage services to individuals and/or organisations in different industries. Students will develop their understanding of a range of concepts and apply them in a variety of practical scenarios.

Course Description

Hospitality is a VET course delivered at Lambton HS that can provide students with the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their Higher School Certificate (HSC). HSC courses within Frameworks count as Board Developed unit credit for the HSC. Frameworks include an optional HSC examination, which provides the opportunity for students to have this HSC examination mark contribute to the calculation of an ATAR.

HSC VET courses in the Hospitality Curriculum Framework are made up of:

- Units of competency
- HSC outcomes and content
- Mandatory HSC work placement requirements
 - Year 11: 35 hours
 - Year 12: 35 hours

Note: Where there is significant overlap between HSC VET courses, NESA has an exclusion between the courses. Exclusions are generally applied at a course level rather than at the unit of competency level.

Main Topics

The course provides the opportunity develop an understanding of the following industry related concepts:

- Hygiene
- Safety
- Working with colleagues and customers
- Food and beverage

Further Information

Staff: Mrs. Cossettini, Miss. Irvine

Faculty: TAS

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/hospitality-syllabus>

VET Official Course Descriptor 2026: Yet to be published by the NSW Department of Education RTO. A copy of this can be requested in Semester 2 from the VET Coordinator (Mr. McKinley – Careers Office).

RETAIL SERVICES

Board Developed Course: <input checked="" type="checkbox"/>	HSC Exam: Optional	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input type="checkbox"/>	ATAR: Conditional	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: N/A	Qualification: Certificate III	Work Placement: Mandatory 35 hours per year	

Who is this subject intended for?

This course is suited to students with an interest in retail. Retail job roles include sales assistant, retail supervisor, retail manager and visual merchandiser. Retail trade is the largest employing industry of workers aged 15–24 years, offering many their first job and equipping them with skills for the rest of their career. Students will develop their understanding of a range of concepts and apply them in a variety of practical scenarios.

Course Description

Retail Services is a VET course delivered at Lambton HS that can provide students with the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their Higher School Certificate (HSC). HSC courses within Frameworks count as Board Developed unit credit for the HSC. Frameworks include an optional HSC examination, which provides the opportunity for students to have this HSC examination mark contribute to the calculation of an ATAR.

HSC VET courses in the Retail Services Curriculum Framework are made up of:

- Units of competency
- HSC outcomes and content
- Mandatory HSC work placement requirements
 - Year 11: 35 hours
 - Year 12: 35 hours

Note: Where there is significant overlap between HSC VET courses, NESAs has an exclusion between the courses. Exclusions are generally applied at a course level rather than at the unit of competency level.

Main Topics

The course provides the opportunity develop an understanding of the following industry related concepts:

- Customer service
- Safety
- Sales and security
- Working in the industry

Further Information

Staff: Ms. Beacher

Faculty: TAS

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/retail-services-syllabus>

VET Official Course Descriptor 2026: Yet to be published by the NSW Department of Education RTO. A copy of this can be requested in Semester 2 from the VET Coordinator (Mr. McKinley – Careers Office).



FITNESS

Board Developed Course: <input type="checkbox"/>	HSC Exam: <input type="checkbox"/>	Units: 2	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input checked="" type="checkbox"/>	ATAR: <input type="checkbox"/>	Years: 2	HSC Course: <input checked="" type="checkbox"/>
Course Contributions: N/A		Qualification: Statement of Attainment	Work Placement: Mandatory 35 hours (per year)

Who is this subject intended for?

This course is suited to students with an interest in the fitness industry and prepares them for employment as a fitness instructor in settings such as fitness facilities, gyms as well as leisure and community centres. Fitness instructors may plan and deliver group exercise sessions and develop gym-based programs for individuals.

Course Description

Students who undertake this course may achieve the following:

- On successful completion of the units of competency in Year 11 and then Year 12, possible qualification outcome is a Statement of Attainment toward SIS30321 Certificate III in Fitness
- First Aid Certificate
- Possibility of Certificate III Qualification

Note:

- There is mandatory work placement component to this course (35 hours per year). Failure to complete work placement requirements will result in an N-Determination as required by NESAs.
- This course is a NESAs Board Endorsed Course and is not examinable for the HSC.
- Where there is significant overlap between HSC VET courses, NESAs has an exclusion between the courses. Exclusions are generally applied at a course level rather than at the unit of competency level.

Main Topics

The course provides the opportunity develop an understanding of the following concepts:

- Personal work priorities
- Maintaining sport, fitness and recreation facilities
- Participate in workplace health and safety
- Pre-screening and service orientation
- Healthy eating
- Client fitness assessments
- Use anatomy and physiology to support safe and effective exercise
- Plan and instruct group exercise sessions
- Strength and conditioning
- Provide First Aid

Further Information

Staff: Mrs. Smith

Faculty: PDHPE

NESAs: <https://www.nsw.gov.au/sites/default/files/noindex/2024-11/2024-fitness-updated-jan-2024.pdf>

VET Official Course Descriptor 2026: Yet to be published by the NSW Department of Education RTO. A copy of this can be requested in Semester 2 from the VET Coordinator (Mr. McKinley – Careers Office).



SKILLS FOR WORK AND & VOCATIONAL PATHWAYS

Board Developed Course: <input type="checkbox"/>	HSC Exam: <input type="checkbox"/>	Units: 3	Preliminary Course: <input checked="" type="checkbox"/>
Board Endorsed Course: <input checked="" type="checkbox"/>	ATAR: <input type="checkbox"/>	Years: 1	HSC Course: <input type="checkbox"/>
Course Contributions: N/A	Qualification: Certificate II	Work Placement: N/A	

Who is this subject intended for?

This course is suited to students with an interest in preparing to transition from school to the workforce. The VET qualification achieved will consist of technical skills that prepare students for work or further study in a specific job or industry, as well as employability skills that can be applied across a range of industry (or career) pathways.

Course Description

Students who undertake study in this course may achieve the following:

- The possible qualification outcome is FSK20119 Certificate II in Skills for Work and Vocational Pathways
- Accredited for a total of 3 units at the Preliminary and/or HSC level

For this course to count towards the HSC program of study, students must satisfy the course completion criteria as required by NESA. There must be sufficient evidence that the student has:

- Followed the course developed or endorsed by NESA
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
- Achieved some or all of the course outcomes and competencies

Note:

- There is no mandatory work placement component to this course.
- Where there is significant overlap between HSC VET courses, NESA has an exclusion between the courses. Exclusions are generally applied at a course level rather than at the unit of competency level.

Main Topics

The course provides the opportunity develop an understanding of industry-related concepts including:

- Career planning
- Interacting effectively at work
- Numeracy
- Developing and using personal budgets
- Oral communication skills
- Standard operating procedures
- Writing routine workplace texts
- Strategies to respond to workplace problems
- Deliver a service to customers
- Health and safety in the workplace

Further Information

Staff: Mrs. Smith

Faculty: PDHPE

NESA: <https://www.nsw.gov.au/sites/default/files/noindex/2024-11/skills-for-work-and-vocational-pathways-2024.pdf>

VET Official Course Descriptor 2026: Yet to be published by the NSW Department of Education RTO. A copy of this can be requested in Semester 2 from the VET Coordinator (Mr. McKinley – Careers Office).



EVET

What is EVET?

EVET is Vocational Education and Training (VET) delivered externally at TAFE, via TAFE Digital (online) and Private Providers. EVET courses give Year 11 and 12 students the opportunity to study TAFE courses as HSC subjects. These courses contribute to your HSC and usually count as 2 units of study. These courses may also be classified as Category B and have an optional HSC examination, allowing for the course to contribute towards and ATAR. For further information please go to www.hunter.tafensw.edu.au/tvet.

EVET Courses usually run on Monday, Tuesday, Wednesday or Thursday afternoons from 2pm to 6pm. Some courses run for a full day. Students should ensure that their interest/motivation level is high enough to meet stringent attendance levels at these times. When choosing a TAFE course, students must consider that Monday Period 6 and Wednesday Periods 5 and 6 are the only periods where timetable allowance is provided for students to attend TAFE. However, these periods will be used for Extension courses offered at the school.

Students need to be aware of the commitments required to undertake an EVET course and that the burden of responsibility lies with the student and the external provider.

The application process for EVET course enrolment

Applying for an EVET course does not guarantee automatic selection into the course. Successful applicants receive notification at the beginning of the school year. Students are required to complete the following process with the Careers Advisor (Miss Nardi) in order to apply for an EVET course:

1. Register your interest for an EVET course with the Careers Advisor. Applications open in Term 2 and will be distributed by the Careers Advisor.
2. Select a course from the table below. Students should select a course that is applicable to their situation (i.e. career pathway, study pattern (ATAR vs. non-ATAR), campus location and accessibility (Newcastle, Hunter St, Hamilton, Glendale).
3. Complete the External Provider EOI Application Form (found in the Careers Advisor Office in the SLC or further in this booklet).
 - a. All applications are to be completed and submitted via the Careers Advisor **(do not apply directly to TAFE)**.

Industry Curriculum Framework Courses (Board Developed Courses: ATAR Eligible)

Course Name	Delivery Pattern Options	Work Placement	HSC Exam
Automotive Vehicle Mechanical	<ul style="list-style-type: none"> 2 units x 1 year (120 hours) 2 units x 2 years (240 hours) 4 units x 1 year (240 hours) 	Mandatory	Yes / Optional
Automotive Paint and Panel	<ul style="list-style-type: none"> 2 units x 1 year (120 hours) 2 units x 2 years (240 hours) 4 units x 1 year (240 hours) 	Mandatory	Yes / Optional
Business Services	<ul style="list-style-type: none"> 2 units x 2 years (240 hours) 	Mandatory	Yes / Optional
Construction	<ul style="list-style-type: none"> 2 units x 2 years (240 hours) 4 units x 1 year (240 hours) 	Mandatory	Yes / Optional
Electrotechnology	<ul style="list-style-type: none"> 2 units x 1 year (120 hours) 2 units x 2 years (240 hours) 	Mandatory	Yes / Optional
Entertainment Industry	<ul style="list-style-type: none"> 2 units x 2 years (240 hours) 	Mandatory	Yes / Optional
Tourism, Travel and Events - Events	<ul style="list-style-type: none"> 2 units x 2 years (240 hours) 	Mandatory	Yes / Optional
Tourism, Travel and Events - Tourism	<ul style="list-style-type: none"> 2 units x 2 years (240 hours) 	Mandatory	Yes / Optional

Note:

- Course enrolments are subject to vacancies and courses running (minimum class sizes).
- Students wanting to attain an ATAR are required sit the HSC Examination for the course.
- Not all courses are available at all campuses.
- For specific course information, access the following link:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

Non-Framework Courses (Board Endorsed Courses: non-ATAR)

Course Name	HSC Exam
Animal Studies	N/A
Aviation Drones	N/A
Beauty Services - Makeup	N/A
Community Services – Introduction (Children’s Services)	N/A
Community Services – Introduction (Welfare)	N/A
Design Fundamentals	N/A
Early Childhood Education and Care	N/A
Hairdressing – Salon Assistant	N/A
Music Industry	N/A
Outdoor Recreation	N/A
Screen and Media	N/A
Sport and Recreation	N/A

Note:

- For Board Endorsed Courses (non-ATAR) courses, consult with the Careers Advisor as to course availability and delivery pattern options.
- Course enrolments are subject to vacancies and courses running (minimum class sizes).
- Not all courses are available at all campuses.
- For specific course information, access the following link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

School-Based Apprenticeships & Traineeships (SBAT)

School-based apprenticeships and traineeships (SBAT) provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

How does it work?

School-based apprenticeships and traineeships are available to students as part of their HSC pattern of study. They allow students to commence an apprenticeship or complete a traineeship while at school. A School-Based Apprenticeship or Traineeship combines paid work, training and school; and as well as an industry recognised national qualification you will gain credit towards the HSC. Some apprenticeships and traineeships can contribute towards the ATAR.

The following website gives a comprehensive overview of School based apprenticeships and traineeships: <https://sbatinnsw.info/>

Please note: Schools are not responsible for finding, or able to find, employers willing to employ a student in a school-based apprenticeship or traineeship.

The most recent version of the full guidelines regarding school based apprenticeships and traineeships can be found at: https://www.training.nsw.gov.au/individuals/apprenticeships_traineeships/

School-based apprentices and school-based trainees will be on the job for approximately one day each week but a minimum of 100 days over Year 11 and Year 12. For the horticulture and building trades, school-based apprentices will undertake 144 days of work-based training over two years while at school. For the plumbing and electrotechnology trades, school-based apprentices will undertake 180 days of work-based training over two years while at school. For the automotive, hospitality and metals and engineering trades, school-based apprentices will undertake a minimum of 100 days of work-based training over two years while at school. For other trades updated information will be available as Industry Training Advisory Bodies (ITABs) release new guidelines.

SBAT Frequently Asked Questions

Decide on the occupation that interests you. Think about how this will work with your HSC. Use your contacts to find an employer and most importantly speak to your school Careers Adviser. Becoming a School-based apprentice or trainee may affect your choice of subjects for Years 11 and 12.

How are School-Based Apprentices and School-Based Trainees selected?

By competitive application – this involves industry representatives, interview with potential employer and a trial work experience in Term 3 or 4 of Year 10. Some School-Based Apprenticeships and School-Based Traineeships are advertised and sent to the Careers Adviser which in turn will be advertised to all students via Lambton Short-Takes, Daily Notices and displayed in the Careers Reference Centre. This competitive application can involve a literacy and numeracy test, interview with the potential employer and a trial work experience in Term 3 or 4 of Year 10. Other School-based apprentices and trainees can source their own employer after deciding on the appropriate industry and qualifications to meet their career goals.

How does the School-Based Trainee travel to the workplace and TAFE?

Students are required to ensure they can make their own way to both the workplace and TAFE (if required).

What happens if an SBAT student misses classes at School?

Students must ensure they communicate regularly with their Careers Adviser and teachers to manage their school work load. Each school will provide mentoring support as required.

How does working count towards my HSC?

The Board Endorsed Course in Industry-based Learning gives HSC unit credit for the 'on-the-job' component of school-based apprenticeships and traineeships. This HSC unit credit would be in addition to the unit credit for the formal 'off-the-job' training that students already receive through their HSC VET courses.

The Industry-based Learning Stage 6 Course is available to students with an approved school-based apprenticeship or traineeship training contract and who are also entered for the appropriate HSC VET course(s) for the formal off-the-job training component of the school-based apprenticeship or traineeship. The Industry-based Learning course may be credited for a minimum of 2 units and a maximum of 4 units out of the 22 units required for the HSC. The unit credit from this course may be counted in either the Preliminary and/or HSC pattern of study.



Expression of Interest Application – Externally Delivered Single Course

Please indicate the type of course you are applying for (tick the appropriate bullet):

- External VET / TAFE delivered course
- Distance Education course
- Secondary College of Languages course

Undertaking an outside provider course can be a challenging task. The school must determine if students are suitable candidates and whether they will be successful in their chosen course and pattern of study.

Students who wish to include an outside provider course as part of their Pattern of Study will need to apply for approval from the Careers Advisor and/or the Head Teacher Secondary Studies. This process involves an interview with the Careers Adviser and/or Head Teacher Secondary Studies and completion of this Expression of Interest Application.

The following criteria will be considered:

- The student’s demonstrated interest in the course subject.
- The course complements the student's strengths and career pathway aspirations.
- The student’s attendance data indicates they will meet the course requirements.
- The student’s application to coursework ability to work independently to complete tasks.
- The students’ pattern of study requirements.
- Careers Advisor and parent endorsement.
- The course availability and provider requirements.

Students are required to return this application form by the date specified by the Careers Advisor. There are limited positions available in most of these courses, therefore, late submissions will often result in an unsuccessful application. Further information and details around external courses can be obtained through Mr. McKinley (Careers Advisor – michael.mckinley@det.nsw.edu.au).

Name:		DOB:		School Year:	
ATAR:	<input type="checkbox"/> Yes	USI Number (TAFE only):			
	<input type="checkbox"/> No				
Course Name		Delivery Pattern e.g. 2unit x 2 year, 4unit x 1 year	Provider e.g. TAFE NSW, Camden Haven DEHS	Location e.g. Newcastle Campus	Delivery Method
					<input type="checkbox"/> Face to face
					<input type="checkbox"/> Online
					<input type="checkbox"/> Blended



Lambton High School

Light The Way

Describe why you would like to do the outside provider course listed.

Explain why this course is a priority for you as part of your pattern of study.

Outline any other considerations to support your EOI. (check the considerations on page 1 to assist you)

Student Declaration

- I understand that this EOI does not guarantee my place in the externally delivered course
- If approved, I will still be required to submit a formal application form to the course provider.
- I accept responsibility to complete all external and school-based coursework.
- I accept responsibility for travel to the venue where the course is delivered (if applicable).

Student Signature:	Date:
Parent Signature:	Date:

Approval Section – Careers Advisor / Head Teacher Secondary Studies

- External course is appropriate for student career pathway Yes No
- External course is appropriate for Pattern of Study (ATAR / non-ATAR) Yes No
- Student is likely to meet course requirements (outcomes, attendance) Yes No
- Expression of Interest Endorsed** Yes No

