



LUCAS HEIGHTS COMMUNITY SCHOOL

**Course Selection
Stage 6**

Year 11 & 12

2026-2027

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Introduction

Our school offers a wide range of courses from which Year 10 students may select their pattern of study for the Higher School Certificate. These courses are designed to suit the varying interests of students, levels of ability and potential career plans. As you are considering the courses for your HSC studies, we are asking you to think carefully about your own abilities and the career pathway that you may like to follow after leaving school.

Some students may set university entrance as a realistic goal. These students must apply themselves to formal study and realise that if they work hard, they have the ability to succeed at university. Their HSC course pattern should incorporate a selection of appropriate subjects which will link to future plans for study at a tertiary level.

Other students may hope to gain university entrance as their first preference but feel that they may not realise this goal and yet others may have little idea about the type of career that they may like to follow after leaving school. Such students need to select a pattern of study which gives maximum flexibility through a mix of subjects providing both a broad academic education qualifying for an ATAR, as well as some vocational skills.

A third group know that they do not want to pursue university entrance but rather, want to prepare themselves for the best job possible with further training in TAFE or another institution after the HSC. They therefore need a mix of subjects which provides an appropriate general education with vocational courses which may qualify them for advanced standing in a variety of TAFE courses.

For all students there must be a commitment to work with diligence and complete all work to the best standard possible. For 2026 we will be offering a selection of courses to meet the variety of student needs as outlined above. Read this book carefully and seek as much additional information as you can. While it may be possible to modify your selection slightly at the end of the Preliminary course by dropping a subject or pursuing an extension course, most students will follow the pattern of study selected in Year 10 for the full two years.

It is therefore very important that you choose carefully. Do not select a subject because your friend is doing it or because you think you will be taught by a particular teacher. Do not select a subject which you really dislike or that someone suggests will increase your likelihood of gaining university entrance. Choose a pattern of study that suits your abilities, that you feel you will enjoy, which will capture your interest and in which you may perform well. Try to achieve a balance of subjects drawn from the breadth of the curriculum which will develop your skills and interests as well as prepare you for your future career path.

Set yourself ambitious goals tempered by a realistic understanding of your interests and abilities.

What is the HSC?

The Higher School Certificate is the highest educational award you can gain in New South Wales schools that recognises 13 years of schooling.

It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

The Higher School Certificate consists of the Preliminary (Year 11) Course, which is studied in Terms 1, 2 and 3 of Year 11 and the HSC (Year 12) course which is studied during Term 4 of Year 11 and Terms 1, 2 and 3 of the following year. Students must satisfactorily complete the Year 11 course in any subject before being allowed to continue into the Year 12 course.

Most courses are of 2 unit value, with Extension Courses of 1 unit value available in certain subjects. English and Mathematics have extension courses in both the Year 11 and Year 12 History, Music, some languages and VET have extension courses available in Year 12 only. These extension courses enable students to undertake more in-depth study.

Choosing your pattern of study for 2026

Most universities have flexible entry programs where students are given bonus points for performing well in subjects related to the course applied for. More information can be found on the university websites. See the careers advisor for further support.

To gain entry into, or to be successful in a very small proportion of tertiary courses, it is necessary or sensible to have studied certain subjects and levels for the HSC (Year 12). It may be too late at the end of Year 12 to discover that you are not eligible for a particular course because you have not studied the appropriate courses. Therefore, if you are hoping to study at University or a College of TAFE (Diploma or Advanced Diploma level) it is important that you thoroughly research course pre-requisites in Year 10 before making your final subject selections. However, there are some options such as bridging courses that allow students to gain university access without having studied prerequisite/recommended subjects. *University Entry Requirements Year 10 Booklet*, published by UAC is in the school now and may be borrowed by students from the Careers Advisor. This booklet lists all pre-requisites and recommended subjects for all courses at Universities in NSW and ACT. The TAFE Handbook is also available to borrow. This will help students to work out recommended subjects, although it does not set out definite pre-requisites for TAFE courses.

The Selection Process

1. Distribution of an initial subject selection booklet to all Year 10 students.
2. Information evening for all Year 10 students and their parents/caregivers, held on Tuesday 12 August at 5:45pm in the High School gym.
3. Complete page 51 of booklet and bring to school completed, including signature of parent and student, on Monday 18 August to complete online subject selection process.

Students will receive individualised instructions outlining the process including passwords and activation windows.

4. Analysis of initial subject selection and formulation of subject groupings.
5. Subject allocation from initial choices based on subject groupings will take place in term 4.

What types of courses are available?

1. **Board Developed Courses**

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

- The course objectives, structure, content and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance scale (except for the Vocational Education and Training Courses)

All students from all school systems who are studying these courses for the HSC follow the same syllabuses which are available from the NESA website for you to peruse. These courses are examined externally at the end of the HSC Course, and they can count towards the calculation of the ATAR (Universities Admissions Index).

2. **Board Endorsed Courses** are designed by an individual school, or group of schools, to meet the local needs of a group of students. School Developed Courses require the endorsement of NESA through the Board Endorsement Panel.

3. **Content Endorsed Courses** have syllabuses endorsed by NESA to cater for areas of special interest not covered by the Board Developed courses. At this school the CEC's available to students are those offered at Colleges of TAFE as TAFE Delivered VET Courses or as school delivery eg Visual Design. CEC do not count towards calculation of the ATAR.

4. **Special Education (Life Skills)** – if you have special education needs, you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk to with the Head Teacher Learning Support to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

5. **Vocational Education and Training (VET) Courses** are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both HSC qualifications and accreditation with industry and the workplace as part of the Australian Qualification Framework (AQF). The national framework is recognised across Australia and helps students to move easily between various education and training sectors and employment. Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess vocational education qualifications and oversees the delivery in this school.

Each VET course has a specific workplace requirement and a minimum number of hours students spend in the workplace or a simulated workplace at school. Assessment is competency based and students receive documentation showing the competencies achieved.

These courses have an optional HSC exam; however, students must sit the exam if they wish to include this mark for their ATAR calculation.

Due to the specific requirements of a VET course it is recommended that students speak with the VET Coordinator Mr. P. Nethercott before choosing a VET course to ensure they are fully aware of the requirements.

A range of VET courses are also taught by TAFE (TVET and EVET). These are designed for students who have a particular interest in a subject area that is not offered by schools. A full list of courses will be supplied by the careers adviser to interested students, and a **separate entry form** is required.

TVET courses are run on a Tuesday afternoon and involve travelling to the TAFE College supplying the course. Only students who are judged to be able to cope with an adult learning environment and who are self-motivated and organised to complete the course should consider this option. Our continuation with these course arrangements is assessed year by year at the discretion of the Principal.

What are 'Units'?

All courses offered for the Higher School Certificate have a unit value. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC, each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 4 hours per week
= 100 marks

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

2 Unit Course This is the basic structure for all courses. It has a value of 100 marks.

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

English and Mathematics extension courses are available at both Year 11 and Year 12 levels. Students must study the extension course at Year 11 level to be able to study the Year 12 extension course.

Extension course in subjects other than English and Mathematics are only offered at Year 12 level (not Year 11).

Requirements for the award of the HSC

If you wish to be awarded the HSC you must:

- Have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate (see below). This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- Have sat for, and made a serious attempt at, the Higher School Certificate examinations.

1. Pattern of Study for the HSC - over 2 years:

You must study:

- At least **12 units** of **Year 11** courses
- At least **10 units** of **Year 12** courses

Both the Year 11 and the Year 12 courses must include:

- At least 6 units of Board Developed Courses
- At least 2 units of Board Developed English Course
- At least 3 courses of 2 unit value or greater
- At least 4 subjects
- No more than 7 units of Science

2. HSC Pathways:

Pathway	Description
1. Accumulating	You can take up to five consecutive years to finish your studies, starting from the first year you complete an HSC course. After five years, you must have met all HSC requirements, including the HSC minimum standard (from 2020).
2. Repeating	You can repeat one or more courses within the five years (see pathway 1) without penalty. Your Record of Achievement will show the results of all attempts. The Universities Admissions Centre (UAC) will calculate your Australian Tertiary Admission Rank (ATAR) from the results of your most recent attempt.
3. Transferring credit and recognition of prior learning (RPL)	You may be able to count courses you did at TAFE or other educational institutions towards your HSC as 'credit transfer'. Or, you may not need to complete some course components if you can show that you have met the necessary outcomes in another way, such as through interstate study, as 'RPL'. This may apply to a Preliminary course, part of a Preliminary course or part of an HSC course.
4. Accelerating	You may be able to accelerate in a course, sit for the HSC exam for that course (usually at the end of Year 11) and accumulate your results.
5. Studying during an apprenticeship or traineeship	You can complete a school-based apprenticeship or traineeship while you study. These combine paid work and training, lead to a recognised Vocational Education and Training (VET) credential and count towards your HSC.

3. School based Traineeships & Apprenticeships (SBATs):

This program allows students to commence an apprenticeship or complete a traineeship while still at school. It combines paid work with HSC study. More information is available from the careers advisor.

4. Record of Achievement HSC:

Students not going to university from school may study fewer than 12 units in Years 11 and 12 and gain a HSC Record of Achievement. This can be an option for students who wish to maintain permanent part-time work or who find an academic program too challenging.

Please refer to the NESA website for further clarification of courses: educationstandards.nsw.edu.au and the Universities Admission Centre website regarding subject scaling and ATARS – www.uac.edu.au

HSC Course Notes

These notes and footnotes (1 – 4) refer to the list of courses

1. There is only one Science Extension Course. It can be studied with either the Biology, Chemistry, Physics Courses, or the Investigating Science Course.
2. You must study Music Course 2 if you wish to study HSC Extension Music.
3. You may present for only one of the following languages: Croatian, Macedonian, Serbian, and Slovenian.
4. You may not study both Indonesian and Malay.

Additional information about courses and the HSC is available on the NESA Website:
educationstandards.nsw.edu.au

HSC Board Developed Courses

VET Curriculum Framework

NESA has developed curriculum frameworks for seven industries. Within each framework there are a number of courses. One designated 240-hour course (equivalent to 2 units) in each framework is able to be used towards the ATAR. You must undertake compulsory work placement of 70 hours over 2 years to complete these courses successfully.

The Industry Curriculum Frameworks offered at LHCS is:

Subject	Course	Course hours
Construction	Construction	240 hours
Entertainment	Entertainment Industry	240 hours
Hospitality	Hospitality Food and Beverage	240 hours

Content Endorsed Course offered at LHCS are:

Subject	Pattern of Study
Sports Coaching - VET	2 unit Preliminary and HSC
Visual Design	2 unit Preliminary and HSC

Mandatory Courses

English

English is a mandatory subject for all students in NSW. A student must include an English course in their pattern of study. The HSC cannot be awarded to any student who does not include or successfully complete 2 units of English.

Life Ready

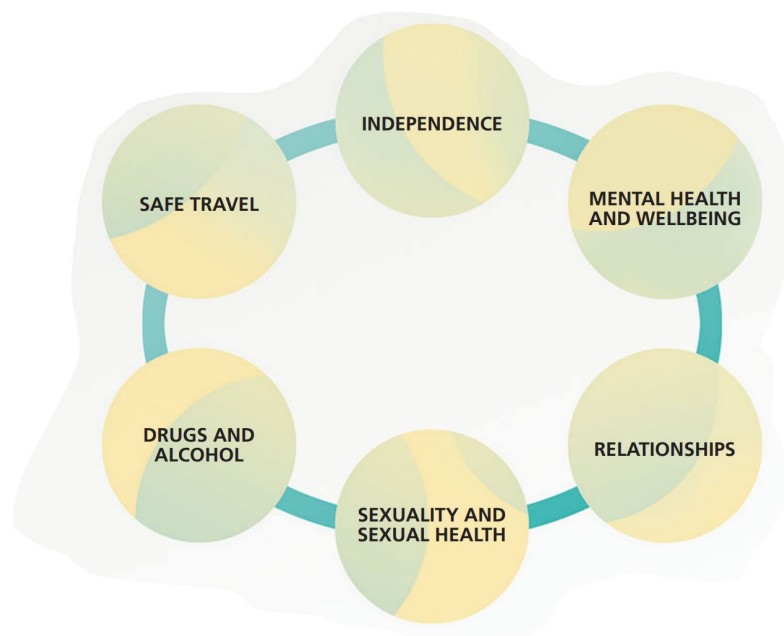
Life Ready is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.

Aim: Life Ready aims to help prepare senior students to:

- confidently and successfully transition to post-school employment, training or further education as well as participation and independence in the community
- lead healthy, safe and meaningful lives which promote respect, responsibility, enjoyment, inclusion and social justice for self and others.

Course structure: Life Ready is divided into six relevant and contemporary learning contexts

- the selection of content, methods of delivery and the amount of time devoted to each learning context is a school-based decision which should reflect the needs of the student cohort each year.



As it is mandatory for senior students in all Government schools to complete the Life Ready course, assessment of outcomes of the course will be based in attendance and active participation in class activities. If parents have any input or concerns regarding the nature or content of the course, they are encouraged to contact the school and speak to the Head Teacher Wellbeing.

At Lucas Heights Community School a range of activities are designed and completed over the course of Year 11 including a camp.

Assessment and Reporting

- The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- 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.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% of your HSC mark will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

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

1. The HSC Testamur

The official certificate confirming your achievement of all requirements for the award of the HSC.

2. The Record of School Achievement

This document lists the courses you have studied and reports the marks and bands you have achieved including your subjects from Year 10.

3. Course Reports

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



Requirements for the Award of the ATAR

What is the ATAR?

The ATAR is a percentage ranking between 0.00 and 99.95, with increments of 0.05. It is a measure of a student's overall academic achievement in the HSC. It is calculated by the universities and used by them to rank applicants for selection into courses.

Eligibility:

To be eligible for an ATAR you must complete at least 10 units of Board Developed Courses, including at least 2 units of English. These Board Developed Courses must include at least three courses of two units or greater and at least four subjects.

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 two units of English; and
- Your best eight units from the remaining units studied
- You must satisfactorily complete English.
- You may accumulate courses over a period of no more than five years.
- If you repeat a course, only the last satisfactory attempt will be used in the calculation of your ATAR.
- If you enrol in a repeat course and subsequently withdraw, either officially by advising your Principal or the NSW Education Standards Authority (NESA) or unofficially by non-attendance at the appropriate examination, you will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt – in this case, the mark from your previous satisfactory attempt in the course will be available for inclusion in your ATAR.



Course Contributions

Some courses have a course contribution which covers consumables and materials used in the learning process and practical work. Please refer to page 48 for more details.

Some courses may also include activities that are above minimum curriculum requirements.

Please be aware that students may be eligible to apply for Youth Study Allowance. This allowance is to support students through their educational journey in Year 11 and Year 12.

Board Developed Courses

Year 11 and Year 12 Courses

Ancient History

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description:

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviors that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander peoples.

Main Topics:

Year 11 Course:

- **Part I**
 - (a) The Nature of Ancient History
 - (b) Case Study 1 – Tutankhamun's Tomb
 - (c) Case Study 2 – Teotihuacan
- **Part II** Ancient Societies – Women in Ancient Greece and Rome.
- **Part III** Historical Investigation - Students engage in ONE historical investigation through which they further develop their skills in an area of antiquity they are passionate about.

Year 12 Course:

- | | |
|---|-----|
| • Core Study – Pompeii and Herculaneum | 25% |
| • Ancient Societies – Spartan Society to the Battle of Leuctra 371BCE | 25% |
| • Ancient Personality – Akhenaten | 25% |
| • Historical Period – New Kingdom Egypt Amenhotep III - Ramesses II | 25% |

A course contribution applies to this course. Please refer to page 48 for details.



Biology

2 units for each of Year 11 and Year 12

Board Developed Course

Course Description:

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

Main Topics Covered:

Year 11 Course Modules:

Cells as the Basis of Life
Organisation of Living Things
Biological Diversity
Ecosystem Dynamics

Year 12 Course Modules:

Heredity
Genetic Change
Infectious Disease
Non-infectious Disease and Disorders

Particular Course Requirements:

The Year 11 course includes a multitude of excursions and an in-depth field study. Practical investigations are an essential part of the Biology course and must occupy 70 hours across Year 11 and Year 12 course time, with no less than 35 hours in the Year 12 course.

Note: The Science Coordinator **strongly** recommends that only students with a C average or above for Year 10 consider selecting this course. A sound background in Stage 5 Science will be required to successfully complete this course.

A course contribution applies to this course. Please refer to page 48 for details.

Business Studies

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description:

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

Main topics Covered:

Year 11 Course:

- Nature of Business 20% of course time
- Business Management 40% of course time
- Business Planning 40% of course time

Year 12 Course:

- Operations 25% of course time
- Finance 25% of course time
- Marketing 25% of course time
- Human Resources 25% of course time

Particular Course Requirements:

In the Year 11 course there is a research project, investigating the operation of a small business or planning the establishment of a small business.

A course contribution applies to this course. Please refer to page 48 for details.



Chemistry

2 units for each of Year 11 and Year 12
Board Developed Course

Course Description:

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using different scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, miniscule world of atoms in order to gain a better understanding of how chemicals interact.

Main Topics Covered:

Year 11 Course Modules:

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

Year 12 Course Modules:

Equilibrium and Acid Reactions
Acid/Base Reactions
Organic Chemistry
Applying Chemical Ideas

Particular Course Requirements:

Practical investigations are an essential part of the Chemistry course and must occupy 70 hours across Year 11 and Year 12 course time, with no less than 35 hours in the Year 12 course.

There will be 15 hours in Depth Studies in both Year 11 and Year 12.

Note: The Science Coordinator **strongly** recommends students with only a B average or above for Year 10 consider selecting this course. A sound background in stage 5 Science will be required to successfully complete this course.

A course contribution applies to this course. Please refer to page 48 for details.

Community and Family Studies

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description:

Community and Family Studies draws on components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society.

The preliminary course focuses on the individual and their interactions with personal groups, family and community. The HSC course builds upon this by examining how the wellbeing of individuals, families and communities is affected by broader societal influences including sociocultural, economic and political factors.

Community and Family Studies explores life issues that are important to all young people and of **equal relevance to female and male students**. The topics investigated and the emphasis on research ensures a course that is attractive to many students, with the capacity to challenge and extend all students' ability levels.

Research skills are an integral component of this subject. Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an Independent Research Project (IRP).

Main Topics Covered:

Year 11 Course:

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

Year 12 Course:

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

Year 12 Option Modules

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

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

Particular Course Requirements:

Students are required to complete an Independent Research Project as part of the Year 12 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.

A course contribution applies to this course. Please refer to page 48 for details.

Dance

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: nil

Course Description:

Students undertake a study of Dance as an art form with an emphasis on Contemporary Dance. Students studying Dance bring with them a wide range of prior dance experience and this can help them in their study of dance in Year 11 and 12.

There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. As part of the course, physical training and preparation of the body is fundamental and is studied in all three components. Study of the work of Contemporary Dance choreographers and dance works also informs all three course components.

Prerequisites:

It is not a prerequisite for a student to have studied elective Dance in Years 9/10.

Main Topics Covered:

Year 11 Course:

Components to be completed

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

Year 12 Course:

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

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

Assessment Tasks

- Performances of contemporary dance work – solo or ensemble works
- Choreographing contemporary Dance works for Composition
- Essays explaining works by significant Contemporary choreographers

Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses. The course has an emphasis on Contemporary Dance.

A student likely to be successful in this course:

- Is able to work in a self-directed and independent manner on a variety of practical tasks
- Enjoys performing on stage for an audience
- Is able to research ideas and develop individual approaches for composition.
- Is able to explain ideas about dance work in written responses and essays.
- Seeks feedback to reflect on and develop their performances and works.

No course contribution applies to this course.

Design & Technology

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: nil

Course Description:

Students study design processes, design theory and factors in relation to design projects.

In the **Year 11 course**, students study designing and producing. They will complete at least two design projects and associated folios within the focus areas of:

- Graphical communication / Computer-Aided Design
- Modelling/prototyping – contemporary furniture design
- Illuminate – lighting design project

In the **Year 12 course**, students undertake a study of innovation and emerging technologies, including a case study of innovation. **They will also design and produce a Major Design Project and associated folio using materials chosen by the student.**

Main Topics covered:

Preliminary Course:

Designing and producing include studying design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing, and manipulating materials and tools and techniques.

HSC Course:

Innovation and emerging technologies, including a case study of innovation. The design and production study includes a self-identified Major Design Project and folio. The project folio consists of a project proposal and management, development and realisation and project evaluation.

Particular Course Requirements:

In the Year 11 course, students must participate in hands-on practical activities. In the Year 12 course, the comprehensive study of designing and producing in the Year 11 course is synthesised and applied. This culminates in developing and realising a major design project, folio and the presentation of a case study.

Design and Technology will consist of a written paper worth 40 marks and a Major Project and folio worth 60 marks. The written examinations will be one hour and thirty minutes plus five minutes of reading time.

A course contribution applies to this course. Please refer to page 48 for details.

Drama

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description:

Students study the practices of making, performing and critically studying Drama. Students engage with these components through collaborative and individual experiences.

Year 11 Course Content:

Content includes Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.

Year 12 Course Content:

'Australian Drama and Theatre' and 'Studies in Drama and Theatre' involve the theoretical study of traditions in theatre exploring relevant acting techniques, performance styles and spaces.

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

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

Main Topics Covered:

Year 11 Course:

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

Year 12 Course:

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

Particular Course Requirements:

Students might or might not have studied Drama in Years 9 and 10. Certainly, interested and committed students who have not previously studied Drama will be welcome to apply for this course.

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group performance, a published topic list 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 should base their work on one of the texts listed in the published text list. This list changes every two 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.

No course contribution applies to this course.

English Advanced

Course Description:

English Advanced 11–12 provides students the opportunity to refine their understanding of the dynamic relationship between language, texts and meaning through critical study, and the skilful and creative use of language forms, language features, and structures of texts composed for different purposes in a range of contexts. Students develop the knowledge to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

What students learn:

Through the study of English Advanced 11–12, students:

- use clear written and verbal communication skills for a range of purposes and audiences
- seek and evaluate information and arguments to inform their understanding of ideas
- make inferences about the intention and meaning of language based on context
- confidently express personal experiences and opinions and develop knowledge and skills as independent learners.

Main topics covered:

Year 11 course:

- Reading to write: Transition to English Advanced
- Narratives that shape our world
- Critical study of literature

Year 12 course

- Texts and human experiences
- Textual conversations
- Critical study of literature
- The craft of writing

Particular Course Requirements:

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

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

Text Requirements:

In the Year 11 and HSC course, students are required to closely study 4 prescribed texts, with at least ONE drawn from each of the following categories:

- prose fiction
- poetry
- drama OR nonfiction OR film OR media.

At least ONE of the texts selected must be authored by Shakespeare.

No course contribution applies to this course.

English Standard

Course Description:

English Standard 11–12 provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts, in order to become confident and effective communicators. Students develop the knowledge to analyse, reconsider and refine meaning, and to reflect on their own processes of responding, composing and learning.

What students learn:

Through the study of English Standard 11–12, students:

- develop clear communication skills for a range of purposes and audiences
- find information and perspectives to develop their understanding of ideas
- learn to make assumptions about the purpose and meaning of language based on context
- express personal experiences and opinions and reflect on skills as independent learners.

Main topics covered:

Year 11:

- Reading to write: Transition to English Standard
- Contemporary possibilities
- Close study of literature

Year 12:

- Texts and human experiences
- Language, identity and culture
- Close study of literature
- The craft of writing

Particular Course Requirements:

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

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

Text Requirements:

In the Year 11 course students are required to study ONE complex multimodal or digital text in Contemporary possibilities. This may include the study of film.

Students are required to study ONE substantial literary print text in Close study of literature, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of ONE poet.

In the HSC course students are required to closely study 3 prescribed texts, with ONE drawn from each of the following categories:

- prose fiction
- poetry
- drama OR film OR media OR nonfiction.

No course contribution applies to this course.

English Studies

Course Description:

English Studies 11–12 provides students the opportunity to explore the ideas, values, language forms, features and structures of texts from a range of contexts. Through responding to and composing texts, students strengthen their ability to access and comprehend information, assess its reliability and synthesise the knowledge gained from a range of sources for a variety of purposes.

What students learn:

Through the study of English Studies 11–12, students:

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

Main topics covered:

Year 11

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

Year 12

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

Particular Course Requirements:

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

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

Text Requirements:

In the Year 11 course students are required to study ONE substantial multimodal text, which could be film or media.

Students are required to study ONE substantial print text, which could be prose fiction, nonfiction, poetry or drama.

In the HSC course students are required to study a wide range of texts, with ONE substantial text drawn from each of the following categories:

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

For Narrative and human experiences, students are required to study:

- ONE text from the prescribed text list.

For Writing for purpose, students are required to study:

- At least FOUR short texts from the prescribed text list

No course contribution applies to this course.

English Extension 1

Course Description:

English Extension 1 provides students with the opportunity to extend their use of language and self-expression in creative and critical ways. Students engage with increasingly complex concepts through a broad range of literature from different contexts. Through this, they refine their understanding and appreciation of the significance of texts, and the way that literature shapes and reflects the world.

What students learn:

Through the study of English Extension, students:

- learn to use clear written and verbal communication for a range of purposes and audiences
- interpret and evaluate information and arguments for clarity, precision and effectiveness
- make inferences about intention and meaning of language based on contextual clues
- explore using verbal and written language to confidently express personal experiences and opinions, and reflect on development of knowledge and skills as independent learners.

Main topics covered:

English Extension Year 11

- Texts, culture and value (and the Related research project)

English Extension 1 Year 12

- Literary worlds (including ONE elective option)

Particular Course Requirements:

Across Stage 6, the selection of texts should give students experience of:

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

Text Requirements:

In the Year 11 course teachers prescribe ONE text from the past and its manifestations in one or more recent contexts.

Students select ONE text and its manifestations in one or more recent contexts. They research a range of texts as part of their Related research project.

In the HSC course students are required to study THREE prescribed texts in ONE elective. At least TWO of these texts are required to be extended print texts, which may include poetry.

Students are also required to study ONE related text for the elective.

No course contribution applies to this course.

English Extension 2 (HSC Course only)

Course Description:

English Extension 2 extends students' conceptual understanding of the ways literature is read and written through their consideration of authorship and their authorial role. Students develop their understanding of the composition process to create a substantial and original Major work

Main topics covered:

English Extension 2 Year 12

- Author and authority
- Major work

Particular Course Requirements:

For the English Extension 2 Year 12 course, students are required to:

- be undertaking study of the English Extension 1 Year 12 course
- complete 60 indicative hours
- undertake Author and authority concurrently, including ONE author study
- complete a Major work
- document coursework in a Major work journal.

Text Requirements:

As part of Author and authority and the associated author study, students undertake an extensive, independent investigation involving a range of complex texts.

For the Major work the selection of texts will depend on the form of the Major work and be appropriate to the purpose, audience and context of the composition.

No course contribution applies to this course.

Food Technology

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description:

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

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

Main Topics Covered

Preliminary Course:

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

HSC Course:

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

Course requirements

There is no prerequisite study for the 2-unit Preliminary course. Completing the 2-unit Preliminary course is a prerequisite to studying the 2-unit HSC course. Students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development, and contemporary nutrition issues to meet the course requirements.

A course contribution applies to this course. Please refer to page 48 for details.

Health and Movement Science

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description:

The Year 11 and 12 course is structured to provide students with opportunities to develop and apply their knowledge, understanding and skills of health and movement concepts. The aim of Health and Movement Science is to develop in each student a capacity to think about and act critically in regard to key issues related to health and movement. This enables them to make informed decisions that contribute to healthy and active lifestyles for individuals and communities, and support wellbeing.

The Health and Movement Science syllabus is shaped by the 5 propositions. Year 11 is organised into 2 focus areas: Health for individuals and communities; and The body and mind in motion. Year 12 is organised into 2 focus areas: Health in an Australian and global context; and Training for improved performance. Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content. These skills encircle the syllabus structure along with the propositions 'Focus on educative purpose, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach.'

Main Topics Covered:

Year 11 Course

Health for Individuals and Communities (40 hours)

The Body and Mind in Motion (40 hours)

Collaborative Investigation (20 hours)

Depth Studies (a minimum of 2) (20 hours)

Year 12 Course

Health in an Australian and Global Context (45 hours)

Training for Improved Performance (45 hours)

Depth Studies (a minimum of 2) (30 hours)

A course contribution applies to this course. Please refer to page 48 for details.

Industrial Technology – Multimedia Technologies

Course Description:

This course examines computer systems, software and techniques relevant to the field of multimedia. Students develop knowledge of software applications such as Adobe After Effects, Adobe Premiere Pro, Adobe Illustrator, Blender and Unity.

Students will design, develop and construct several projects in the Preliminary course, developing multimedia production skills in graphic design, video production, animation, 3D modelling, and game design. Each project will include a management folio that emphasises different areas of the Preliminary course content. Students will also study an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio (60% of HSC mark). They will also study the overall industry related to the specific focus area industry.

Main Topics Covered:

Preliminary Course

- Industry Study – Organisation, management, and safe and cooperative work practices
- The design and planning of projects
- Management and Communication skills, including written reports and folio work.
- Multimedia design principles
- Basic knowledge and understanding of a range of processes, tools and machines used in multimedia, including software tools

HSC Course

- Structural, technical, environmental, personnel and safety issues in the industry
- Elements in multimedia – Text, Graphics, Audio, Video, Animation etc.
- Design, management, communication, and production of a major multimedia project
- Industry related technology – Software and tools used in multimedia

Particular Course Requirements:

No prerequisites for this course except an interest in Information Technology and/or Multimedia. It is strongly recommended that students have a mid to high-end BYOD laptop to accommodate the software packages.

A course contribution applies to this course. Please refer to page 48 for details.

Investigating Science

2 units for each of Year 11 and Year 12

Board Developed Course

Course Description:

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active enquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Main Topics Covered:

Year 11 Course Modules:

- Cause and Effect – Observing
- Cause and Effect – Inferences and generalisations
- Scientific Models
- Theories and Laws

Year 12 Course Modules:

- Scientific Investigations
- Technologies
- Fact or Fallacy
- Science and Society

Particular Course Requirements:

Practical investigations are an essential part of the Investigating Science course and must occupy 70 hours across Year 11 and Year 12 course time. Includes 30 hours Depth Studies in both Year 11 and Year 12.

Note: A new course which can be taken as a perfect complement for students who love science and want to do more of it in one specialist field OR for inquisitive minds looking for a consumer science approach.

A course contribution applies to this course. Please refer to page 48 for details.

Legal Studies

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description:

The Preliminary course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, the specific nature of the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The Year 12 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 Covered:

Year 11 Course:

- The Legal System 40% of course time
- The Individual and the State 20% of course time
- The Law in Focus 40% of course time

Year 12 Course:

- Core - Human Rights 20% of course time
- Core - Crime 30% of course time
- Additional Focus Studies 50% of course time

Two chosen from consumers, families, global environments, Indigenous people, shelter, technological change, workplace, world order.

Key themes incorporated across all topics:

Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

Particular Course Requirements:

No special requirements

A course contribution applies to this course. Please refer to page 48 for details.

Mathematics Standard

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.

Prerequisites:

No prerequisites.

Course Description:

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent Year 12 subjects.

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

Note:

Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses. Students choosing either of these courses in Year 12 should do so in consultation with their teacher.

Main Topics Covered:

Year 11

- Formulae and Relationships
- Linear Relationships
- Applications of Measurement
- Working with Time
- Money Matters
- Data Analysis
- Relative Frequency and Probability

Year 12 Standard 1

- Types of Relationships
- Right-Angled Triangles
- Rates
- Scale Drawings
- Investment
- Depreciation and Loans
- Further Statistical Analysis
- Networks and Paths

Year 12 Standard 2

- Types of Relationships
- Non-right-angled Trigonometry
- Rates and Ratio
- Annuities
- Bivariate Data Analysis
- The Normal Distribution
- Network Concepts
- Critical Path Analysis

A course contribution applies to this course. Please refer to page 48 for details.



Mathematics Advanced

2 units for each of Year 11 and Year 12

Board Developed Course

Prerequisites:

Only students who have studied Pathway outcomes traditionally studied in the top class should choose the demanding Mathematics Course. Teachers may recommend students with outstanding results in other classes to attempt the Mathematics Advanced course however this is rare.

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 Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. All students studying the Mathematics Advanced course will sit for an HSC examination.

Main topics covered:

Year 11 Course:

- Topic: Functions
 - Working with Functions
- Topic: Trigonometric Functions
 - Trigonometry and Measure of Angles
 - Trigonometric Functions and Identities
- Topic: Calculus
 - Introduction to Differentiation
- Topic: Exponential and Logarithmic Functions
 - Logarithms and Exponentials
- Topic: Statistical Analysis
 - Probability and Discrete Probability Distributions

Year 12 Course:

- Topic: Functions
 - Graphing Techniques
- Topic: Trigonometric Functions
 - Trigonometric Functions and Graphs
- Topic: Calculus
 - Differential Calculus
 - The Second Derivative
 - Integral Calculus
- Topic: Financial Mathematics
 - Modelling Financial Situations
- Topic: Statistical Analysis
 - Descriptive Statistics and Bivariate Data Analysis
 - Random Variables

A course contribution applies to this course. Please refer to page 48 for details.

Mathematics Extension 1

2 units for each of Year 11 and Year 12
Board Developed Course

Prerequisites:

Only students who have studied Pathway outcomes traditionally studied in the top class should choose the demanding Mathematics Extension Course. This is a highly challenging course and only students who are achieving in the top 20% of the cohort should be looking to choose this subject.

Course Description:

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Main topics covered:

Year 11 Course:

- Other inequalities
- Further geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Mathematics Preliminary course topics

Year 12 Course:

- Methods of integration
- Primitive of $\sin 2x$ and $\cos 2x$
- Velocity and acceleration as a function of x
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics

A course contribution applies to this course. Please refer to page 48 for details.

Modern History

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description:

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Main Topics Covered:

Year 11 Course:

- **Part I** The Decline and Fall of the Romanov Dynasty (Russian Revolution)
- **Part II** The Origins of the Arab-Israeli Conflict
- **Part III** Historical Investigation - Students engage in ONE historical investigation through which they further develop their skills in an area of modern history they are passionate about.

Year 12 Course:

- | | |
|---|-----|
| • Part I: Core: Power and Authority in the Modern World 1919-1946 | 25% |
| • Part II: National Study - USA 1919–1941 | 25% |
| • Part III: Peace and Conflict - The Arab-Israeli Conflict 1948–1996 | 25% |
| • Part IV: Civil Rights in the USA 1945-1968 | 25% |

Particular Course Requirements:

The Preliminary course is a prerequisite for the HSC course.

A course contribution applies to this course. Please refer to page 48 for details.



Music 1

2 units for each of Year 11 and Year 12

Board Developed Course

Prerequisites:

Music mandatory course (or proficient on instrument or vocal)

Course Description:

In the Year 11 and Year 12 courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Covered:

Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres. Topics include Jazz, Popular Music, Rock Music technology and its influence on music etc. These topics are governed by student demands.

Particular course requirements:

Year 12 Course:

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

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

A course contribution applies to this course. Please refer to page 48 for details.



Physics

2 units for each of Year 11 and Year 12
Board Developed Course

Course Description:

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions and analyse the interconnectedness of physical entities.

Main Topics Covered:

Year 11 Course Modules:

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

Year 12 Course Modules:

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Particular Course Requirements:

Practical investigations are an essential part of the Physics Course and must occupy 70 hours across Year 11 and Year 12 course time.

There will be 15 hours in Depth Studies in both Year 11 and Year 12.

Note: The Science Head Teacher strongly recommends that only students with a B average or above for Year 10 consider selecting this course. A sound background in Stage 5 Science will be required to successfully complete this course.

Note 2: Physics should be studied concurrently with Mathematics – 2 unit or higher.

A course contribution applies to this course. Please refer to page 48 for details.



Science Extension 1

1 unit Year 12
Board Developed Course

Prerequisites:

Only those students who have exhibited extensive knowledge in the study of one of the stage 6 Year 11 courses may apply (prerequisite courses include Biology, Chemistry, investigating Science or Physics or preferably a combination of these.)

Course Description:

The above Stage 6 prerequisite Science courses may provide entry into the new Science Extension (Year 12) course which has been developed to engage high-achieving students and better prepare them for university and careers in STEM.

The content of this course, which includes a scientific research portfolio and report, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of one or more fields of Stage 6 Science and who are interested in the study of further skills and ideas in response to a scientific research question. Independent evidence gathering and the analysis of data are at the core of the course.

The course is intended to give these students a thorough understanding of and competence in aspects of scientific research including many which are applicable to the real world.

Course structure and requirements:

Year 12 course (60 hours)	Science extension	Indicative hours
	Module 1 - The foundations of scientific thinking	10
	Module 2 - The scientific research proposal	10
	Module 3 - The data, evidence and decisions	20
	Module 4 - The scientific research report	20

A course contribution applies to this course. Please refer to page 48 for details.



Spanish Beginners

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Spanish Continuers; Spanish Extension. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.

Prerequisites:

No prior knowledge of Spanish is required.

Course Description:

In the Year 11 and Year 12 courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Spanish. Topics studied through two interdependent perspectives, the personal world and the Spanish-speaking communities, provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of Spanish 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 Spanish-speaking communities through the study of a range of texts.

Main Topics Covered:

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

A course contribution applies to this course. Please refer to page 48 for details.



Spanish Continuers

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.

Prerequisites:

The Spanish continuers course is only offered to those students who have completed the 200-hour elective course in stage 5 (Years 9 & 10) or who have extensive background knowledge in the language. Please check with your teacher to see if you are eligible.

Course Description:

The year 11 and 12 course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Spanish and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Spanish-speaking communities will develop further.

Main Topics Covered:

There are three prescribed themes:

- the individual
- the Spanish-speaking communities
- the changing world.

A course contribution applies to this course. Please refer to page 48 for details.

Visual Arts

2 Units in both Year 11 and Year 12 courses of study

Board Developed Course

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

Course Description:

The Year 11 course is broadly focused, while the Year 12 course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Visual Arts involves students in art making, art critical and art historical studies. Students develop their own artworks, culminating in a 'body of work' in the Year 12 course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

Year 11 Course learning opportunities focus on:

- the nature of practice in art making, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences of art
- 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 interest in their work
- building technical skills and understandings over time through various investigations and working in different forms

Year 12 Course learning opportunities focus on:

- how students may develop their practice in art making, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations
- how students may further develop meaning and focus in their work
- how students can refine and technically resolve their work

Particular Course Requirements:

Year 11 Course:

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

Year 12 Course:

- development of a body of work and use of a visual arts process diary
- a minimum of five case studies (4-10 hours each)
- deeper and more complex investigations in art making, art criticism and art history

Students may choose to create their body of work by choosing one of the expressive forms listed below:

documented forms
printmaking
textiles and fibre

photomedia
drawing
graphic design

collection of works
designed objects
sculpture

painting
time-based forms
ceramics

A course contribution applies to this course. Please refer to page 48 for details.

VET Courses

Construction VET Pathways

2026 Construction Course Descriptor	
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)	
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>	
Course: Construction Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120 You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved. Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.	
Transferrable industry skills gained in this course	
- risk management - time management - basic emergency response	- communication - problem solving - decision making
Examples of occupations in the construction industry	
- carpentry - joinery	- bricklaying - builder's labourer
VET requirements	
Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments. Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.	
HSC requirements	
Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.	
Consumables: Preliminary \$100 HSC \$100 White Card - \$110	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships	
Exclusions: Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	

Entertainment Industry – VET

2026 Entertainment Industry Course Descriptor

Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

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

Course: Entertainment Industry

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a Statement of Attainment (SOA) towards a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/training/details/cua30420>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. **Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.**

Transferrable industry skills gained in this course

- customer (client) service skills
- technical production of lighting, sound and vision
- communication skills
- creativity
- critical thinking
- problem solving

Examples of occupations in the entertainment industry

- assistant sound technician
- assistant lighting technician
- follow spot operator
- front of house assistant
- production crew
- stagehand

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumables: Preliminary - \$65 HSC - \$65

Students are to purchase Stage Crew shirt at an additional cost.

Refunds

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

A school-based traineeship is not available for this course.

Exclusions: Students can only undertake the Entertainment Industry (120 indicative hours) course or the Entertainment Industry (240 indicative hours) course.

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

Hospitality Certificate II - VET

2026 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality	
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>	
Course: Hospitality (Food and Beverage) Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality https://training.gov.au/training/details/SIT20322. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.	
Transferrable industry skills gained in this course	
- customer service skills - teamwork - organisational skills - adaptability - critical thinking - problem solving	
Examples of occupations in the hospitality industry	
- food and beverage attendant - restaurant host/hostess - function attendant - espresso coffee machine operator - receptionist - barista and café service	
VET requirements	
Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.	
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
HSC requirements	
Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.	
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.	
Consumables: Preliminary - \$140 HSC - \$140 Pants, Apron and Polo Shirt – \$70 or students to supply their own	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality	
Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	

Content Endorsed Courses

Sports Coaching – VET

2026 Sport Coaching Course Descriptor SIS30521 Certificate III in Sport Coaching	
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>	
Course: Sport Coaching Board Endorsed Course (240 hour) (2 units x 2 years or 4 units x 1 year)	HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching https://training.gov.au/training/details/sis30521. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.	
Transferrable industry skills gained in this course	
- organisational skills - teamwork - using technology to collate data - time management - problem solving - communication	
Examples of occupations in the sport coaching industry	
- sport coaching development officer - sports club administrator - sport journalism - sports therapist - strength and conditioning coach - sport performance researcher	
VET requirements	
Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.	
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
HSC requirements	
Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.	
External Assessment There is no external assessment (optional HSC examination) for this course.	
Consumables: Preliminary - \$180 HSC - \$30	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information:	
Exclusions: Students wanting to complete more than one course in the Sport, Fitness and Recreation Training Package are advised to consult with NESA VET course exclusions. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	



Visual Design

Course Description

Visual Design is a creative subject that provides students with the opportunity to explore a variety of design fields. Within these areas students will explore a range of ideas, concepts and interests and have opportunities to experience collaborative and sustainable design practices, real-world models and have the chance to establish an understanding of career options available within the design industry.

Visual Design students will have opportunities to explore particular and personal student-initiated interests across multiple design applications and enjoy practical and conceptual autonomy as a visual designer in the making of design artworks and use of a Visual Design journal.

The course utilises a range of materials and techniques across three broad areas of print, object and space-time design.

Print design includes forms such as graphic design, advertising, illustration/cartooning, typographic forms, visual semiotics, and photographic imagery.

Object design includes wearable forms such as jewellery, ceramic ware, forms for interiors, lighting, habitat design, fabric and furnishings, and theatrical applications.

Space-time design includes interactive design artworks, site specific installations and ephemeral spaces such as virtual worlds, conventions of video and animation, use of sound and light, architectural considerations of interior and exterior spaces and environments.

Students will develop knowledge and understanding of the conventions, procedures and strategies of visual design practices and gain an understanding of the role of the artist as designer, value of design in society and role of the audience as consumers in contemporary design practice.

Students will also learn to critically and historically interpret visual design artworks and gain insight into ethical, social and cultural practices and the different values, beliefs and contexts that shape meaning and influence design practice. Students will conduct investigations into the history, traditions, conventions and evolution of design and the impact of technology on contemporary design practices.

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. The Occupational Health and Safety Module is mandatory in any course.

Course Requirements

Students are required to keep a Visual Design journal. These may be purchased at various vendors.

A course contribution applies to this course. Please refer to page 48 for details.



Summary of Course Contributions

Subject	Year 11 & Year 12 Course	Year 11 Course	Year 12 Course
Ancient History	Ancient History	\$15	\$15
Biology	Biology	\$65	\$65
Business Studies	Business Studies	\$15	\$15
Chemistry	Chemistry	\$65	\$65
Community & Family Studies	Community & Family Studies	\$50	\$50
Construction	Construction	See Course page	See Course page
Dance	Dance	Nil	Nil
Design and Technology	Design and Technology	\$80	\$45
Drama	Drama	Nil	Nil
English	English Advanced, English Standard, English Studies English Ext 1 & 2	Nil	Nil
Entertainment VET	Entertainment	See Course page	See Course page
Food Technology	Food Technology	\$90	\$90
Health & Movement Science	Health & Movement Science	\$70	\$70
Hospitality VET	Hospitality Operations	See Course page	See Course page
Industrial Technology – Multimedia Technologies	Industrial Technology – Multimedia Technologies	\$30	\$30
Investigating Science	Investigating Science	\$65	\$65
Legal Studies	Legal Studies	\$15	\$15
Mathematics	Mathematics Mathematics Standard Mathematics Ext 1 & 2	\$35	\$35
Modern History	Modern History	\$15	\$15
Music	Music 1	\$30	\$30
Physics	Physics	\$55	\$55
Science Extension			\$50
Spanish Beginners	Spanish Beginners	\$15	\$15
Spanish Continuers	Spanish Continuers	\$15	\$15
Sports Coaching VET	Sport Coaching	See Course page	See Course page
Visual Arts	Visual Arts	\$80	\$80
Visual Design	Visual Design	\$80	\$80



Summary of Courses

Board Endorsed Courses			
Subject	Year 11 & Year 12 Courses (2 Unit)	Year 11 Courses (1 Unit)	Year 12 Extension Courses (1 Unit)
Ancient History	Ancient History		
Biology	Biology		Year 12 Science Extension 1
Business Studies	Business Studies		
Chemistry	Chemistry		Year 12 Science Extension 1
Community & Family Studies	Community & Family Studies		
Dance	Dance		
Design and Technology	Design and Technology		
Drama	Drama		
English	English Advanced English Standard English Studies	Year 11 English Extension 1	Year 12 English Extension 1 Year 12 English Extension 2
Food Technology	Food Technology		
Health & Movement Science	Health & Movement Science		
Industrial Technology – Multimedia Technologies	Industrial Technology – Multimedia Technologies		
Investigating Science	Investigating Science		Year 12 Science Extension 1
Legal Studies	Legal Studies		
Mathematics	Mathematics Advanced Mathematics Standard	Preliminary Mathematics Extension1	Year 12 Mathematics Extension 1 Year 12 Mathematics Extension 2
Modern History	Modern History		
Music	Music 1		
Physics	Physics		Year 12 Science Extension 1
Spanish Beginners	Spanish Beginners		
Spanish Continuers	Spanish Continuers		
Visual Arts	Visual Arts		
VET Curriculum Framework Courses			
Subject		Course	Course hours
Hospitality		Hospitality Food and Beverage	240 hours
Construction		Construction	240 hours
Entertainment		Entertainment Industry	240 hours
Content Endorsed Course			
Subject		Pattern of Study	
Sports Coaching - VET		2 unit Preliminary and HSC	
Visual Design		2 unit Preliminary and HSC	



Course Selection Notes



Stage 6 Subject Selection Choices – 2026/27

This form needs to be completed and signed by the student identified on the form along with a parent/carer.
This form **MUST** be returned to the Deputy Principal at the completion of the online selection process at school.

First Name: _____

Surname: _____

Do you want an ATAR?	YES	NO
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SUBJECT 1: circle your English course preference	ENGLISH ADVANCED	ENGLISH STANDARD	ENGLISH STUDIES
SUBJECT 2			
SUBJECT 3			
SUBJECT 4			
SUBJECT 5			
SUBJECT 6			
EXTENSION COURSE			
EXTENSION COURSE			
	TOTAL NUMBER OF UNITS:		
RESERVE SUBJECTS	1.	2.	

Have you applied for a TVET course?	YES	NO
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If yes, what course? _____

Have you applied for an SBAT course?	YES	NO
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If yes, what course? _____

This is an acknowledgment that I, the student identified on this form, and the parent/carer identified on this form, agree to the subjects outlined to be entered into the electronic subject selection system at school.

Student Signature: _____

Parent: _____

Date: _____

Signature: _____