



HSC 2024 ARTWORK by Saffi Heemstra

Pittwater High School



**HSC
SUBJECT SELECTION
HANDBOOK**

**YEAR 11
2026**

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Message from our Principal, Alison Gambino

Your choice of courses to study for Years 11 and 12 is one of the most important decisions you will make at school. Making a well-informed choice will have a significant impact on your success in your engagement, learning and in the Higher School Certificate (HSC). This, in turn, will have an important bearing on your chosen program of tertiary studies or career path following school.

This booklet has been carefully prepared to help students, with advice from their parents, carers and teachers, find the study pathway that is best for them. Selecting a pattern of study for Year 11 and 12 is exciting and students who choose subjects that they are interested in, and can do well in, are more successful.

With the inclusion of Morrisby careers testing this year, we hope that the results will highlight some courses and pathways of interest to you that you may not have previously considered. Some students will have a clear idea of a career path they would like to follow while others are still considering options. It's very important for students to understand that some study and career options require them to complete particular courses, so research and planning is very important. Students need to be aware that there can be implications when choosing subjects so this reference should be read carefully.

To meet student needs, interests and abilities, Pittwater High School offers a broad range of courses and opportunities to maximise learning through studying courses completely at school or in combination with TAFE and industry.

It is most important that course selections are made in the knowledge that your selection of a course does not guarantee a particular course will run in 2026-2027. The final decision on the Year 11 2026 curriculum will be made after consideration of the availability of teachers and specialist resources and the courses having attracted sufficient student numbers to run.

This booklet also provides information on the rules governing the award of the Higher School Certificate in NSW, information of assessment requirements, information regarding the ATAR (Australian Tertiary Admission Rank) and an overview of all courses which may be offered to help students make informed decisions about the subjects and courses they wish to study.

Senior study requires an independent and mature approach as students must meet their own, their parents and school expectations as well as the HSC rules set down by the NSW Education Standards Authority (NESA). Depending on their pattern of study, students may have a more flexible timetable than in the junior school, with different starting and finishing times to the school day. They may have to travel to TAFE or to workplace learning situations. Senior students are encouraged to use the Learning Centre or the outdoor senior student study area for private study to further develop their skills in using self-regulated study time effectively.

Pittwater High School offers students the opportunity to achieve excellent educational outcomes at an outstanding public school close to home, and be taught by passionate, highly qualified, and caring teachers who know them well and how they learn.



Year 10 - Subject Selection Event Timeline

EVENT	Date or Week T2
Morrisby Careers Testing	Term 1
Conversation Starters Year 10 students engage in conversations with their classroom teachers about senior options in their subject.	Week 5
Youth Up Front: Careers Expo (morning) Terrey Hills Morrisby Careers Online Workshop: Understanding and using results Presented by Emma Goodsir, Consultant Educational Psychologist from Morrisby. Parents, carers and students attend online	Week 7 Thursday 12 June 6PM - 7PM
Subject Selection Evening Hear from teachers, head teachers, the deputy principal, our current seniors and engage in discussion with your child about their education pathway for Stage 6.	Week 8 Mon 16 June 4.15PM - 6.00PM
Year 10 Interviews Students each have an interview time on 16, 18 or 19 June to meet with a member of the Year 10 support team to discuss their questions about course and pathways.	Week 8 16, 18, 19 June
Further family discussions and individual reflections Students and parents continue conversations around course choices.	Week 8
Expression of Interest Students make their course preferences online. The form is emailed to students.	Week 9 Online form opens: Monday 23 June Online form closes: Friday 27 June
Timetable Changes To allow for the timely management of timetable changes, the Deputy Principal will communicate processes and procedures for students to follow around applying for course changes.	Term 1 2026 Week 3

Requirements for the HSC

In supporting students in their decision making, regarding best fit courses for them, knowledge of the HSC requirements, ATAR and assessment may help.

To qualify for the Higher School Certificate (HSC), over Year 11 and 12, students must complete a minimum of 12 units in Year 11, and students must satisfactorily complete the Year 11 course before commencing the corresponding Year 12 course. In Year 12 students must **complete** a minimum of **10 units**.

Both the Year 11 and Year 12 pattern of study must include:

- 2 units of **compulsory** English
- at least **6 units** of Board Developed Courses (BDC) and Content Endorsed Courses (CEC) see page 9
- at least **3 courses** of **2 units** value or greater
- at least **4 subjects** (including English)
- a maximum of 6 units of Science may be included in the Year 11 pattern of study
- a maximum of 7 units of Science may be included in the Year 12 pattern of study

Requirements for the Award of the HSC

English is the only compulsory Higher School Certificate subject.

To be eligible for the award of the Higher School Certificate you must satisfactorily complete **at least**:

- 12 units in your Year 11 study pattern (Yr 11 / 3 terms)
- 10 units in your Year 12 pattern (Year 12 – 4 terms starting Term 4 Year 11)

Oral, practical and project work required for specific courses and the assessment requirements for each course must be completed.

A serious attempt at the required Higher School Certificate examinations must be made.

Australian Tertiary Admission Rank (ATAR) Rules

The ATAR is the ranking of students used by UAC when deciding which students will be offered places in courses at universities.

If you wish to receive an ATAR you must study:

- a minimum of 10 Board Developed units in your Year 12 studies, including at least 2 units of English
- at least three Board Developed Courses of 2 units value or greater
- at least four subjects

The ATAR will be based on an aggregate of scaled marks in 10 units of Board Developed courses comprising:

- the best 2 units of English; and
- the best 8 units from the remaining units

Accumulation of the HSC

Students may accumulate an HSC over a five-year period. The five-year period will commence in the first year a student attempts an HSC examination or completes an HSC VET course.

Students accumulating an HSC will receive a Results Notice for each calendar year of study. The cumulative record will record all Year 11 and Year 12 courses satisfactorily completed including repeat attempts. The mark of the final attempt on a particular course is the mark counted in the ATAR.

Assessment and Reporting

On satisfactory completion of the HSC students will receive a portfolio containing:

The Higher School Certificate Testamur for each course: the official certificate confirming achievement of all requirements for the award of the HSC.

The Record of School (ROSA) Achievement: the document listing the results of each course satisfactorily completed, until the date a student leaves school.

Satisfactory Completion of Course

Course completion criteria for the Year 11 and Year 12 courses:

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

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

Non-Completion of Course Requirements

Should a student not satisfy the above criteria, they will be at risk of being awarded a non-determination (non-completion of course requirements). The Principal or delegate will warn the student as soon as possible and advise the parent or guardian (if the student is less than 18 years of age) in writing.

Vocational Education and Training (at TAFE NSW)

For many years Year 12 students have included in their program courses that are studied at TAFE NSW (TVET). These VET courses are dual accredited, giving both HSC and AQF qualifications, and advanced standing for further study at TAFE NSW and other Private Training organisations. Students may apply for courses delivered at a number of TAFE NSW sites, through our Careers Adviser. All courses run in 4 hour sessions one afternoon a week. *School Opal card passes cannot be used to travel to TAFE.

Assessment and Reporting for VET

All VET Curriculum Framework courses, where students undertake the optional HSC examination, the Record of School Achievement (ROSA) will show an examination mark. No school assessment mark is included. All assessment tasks demonstrate evidence of competency.

Subject Selection - Planning your pattern of study

You may choose to achieve a Higher School Certificate in one of the following ways:

HSC Eligibility

Minimum 12 units in the Year 11 course and a **minimum 10 units** in the Year 12 course.

ATAR Pathway

To be eligible for an ATAR in NSW you must satisfactorily complete at least 10 units of the Year 12 course. ATAR is calculated from best 2 units of English and highest scoring remaining 8 units.

Courses offered at Pittwater High School

HSC Board Developed Courses

Courses	Units	Exclusions
Agriculture	2	
Ancient History	2	
Biology	2	
Business Studies	2	
Chemistry	2	
Community & Family Studies	2	
Dance	2	
Drama	2	
Earth and Environmental Science	2	
Economics	2	
Engineering Studies	2	
English Advanced	2	Standard, EAL/D, English Studies
English as an Additional Language or Dialect (EAL/D)	2	Standard, Advanced, Extension

Courses	Units	Exclusions
English Extension 1	1	
English Extension 2 (Year 12 only)	1	
English Standard	2	Advanced, EAL/D, Extension
English Studies	2	Standard, Advanced, Extension, EAL/D
Food Technology	2	
French Beginners	2	
Geography	2	
German Beginners	2	
Drama	2	
Health & Movement Science	2	
History Extension (Year 12 only)	1	
Industrial Technology Multimedia	2	
Industrial Technology Timber	2	
Japanese Beginners	2	
Legal Studies	2	
Mathematics Advanced	1	Mathematics Std 1
Mathematics Extension 1	1	

Courses	Units	Exclusions
Mathematics Extension 2 (Year 12 only)	1	
Mathematics Standard 1	2	Mathematics Adv.
Mathematics Standard 2	2	
Modern History	2	
Music 1	2	Music 2
Music 2	2	Music 1
Music Extension (Year 12 only)	1	
Physics	2	
Society & Culture	2	
Sport, Lifestyle & Recreation*	2	
Textiles & Design	2	
Visual Arts	2	
Work Studies*	2	
VOCATIONAL EDUCATION		
SIT20322 Certificate II in Hospitality	2	
TAFE Courses (HSC Exam)	2	

Faculties and Subjects Overview

FACULTY	HEAD OF FACULTY	SUBJECTS OFFERED
Creative & Performing Arts (CAPA)	Martin Hardy	Drama Music 1 Music 2 Music Extension (Year 12 only) Visual Arts
English	Michelle Phipps	English Advanced English Standard English Studies English Extension I English Extension II English as an Additional Language or Dialect (EAL/D)
Human Society and its Environment (HSIE)	Renata Grudic	Ancient History Business Studies Economics Geography History Extension (Year 12 only) Legal Studies Modern History Society & Culture
Languages	Kate Burns	French Beginners German Beginners Japanese Beginners
Mathematics	Martin Huynh	Mathematics Advanced Mathematics Extension 1 Mathematics Extension 2 (Year 12 only) Mathematics Standard 1 (optional ATAR) Mathematics Standard 2
Personal Development, Health & Physical Education (PDHPE)	Gary Quince	Community & Family Studies Dance Health & Movement Science Sports, Lifestyle and Recreation Work Studies

Faculties and Subjects Overview (continued)

FACULTY	HEAD OF FACULTY	SUBJECTS OFFERED
Science	Phoebe Savage	Agriculture Biology Chemistry Earth & Environmental Science Engineering Studies Physics
Technological & Applied Studies (TAS)	Carolyn Samojlowicz	Food Technology Industrial Technology (Timber Products and Furniture Technologies) Industrial Technology (Multimedia) Textiles & Design
VET	Therese Frangos	Hospitality

WHAT WILL I BE DOING IN THIS COURSE?

The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to product quality and consumer demands.

COURSE MODULES

The Year 11 course:

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

The Year 12 course:

Core (80%)

- Plant/Animal Production (50%)
- Farm Product Study (30%)

Elective (20%)

- Farming for the 21st Century

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Practical experiences are an important part of both Year 11 and Year 12 course time, and will support learning of content.

INDUSTRIES RELATED TO AGRICULTURE

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Farming
- VET
- Genetic Technologies and Engineering
- Journalism
- Food Marketing
- Agri-tourism
- Consulting Specialist

WHAT WILL I BE DOING IN THIS COURSE?

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

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

COURSE MODULES

The Year 11 course:

Investigating Ancient History

- Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies (Troy, Palmyra and the Silk Road)

Features of Ancient Societies

- Students study at least two ancient societies (Power and Image in Rome and Women in Greece)

Historical Investigation

- Historical concepts and skills are integrated with the studies undertaken in Year 11 (student choice of topic)

The Year 12 course:

- **Core Study: Cities of Vesuvius** – Pompeii and Herculaneum
- **One 'Ancient Societies' topic** (Sparta to the Battle of Leuctra 371 BCE)
- **'Personalities in their Times' topic and 'Historical Periods' topic** integrated study of Agrippina the Younger and the Julio-Claudians (14 - 69 CE)

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 History courses: Ancient History and Modern History, in Year 11 may choose to study History Extension in Year 12.

INDUSTRIES RELATED TO ANCIENT HISTORY

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Arts and Recreation Services
- Education and Training
- Information Media and Telecommunications
- Public Administration and Safety

WHAT WILL I BE DOING IN THIS COURSE?

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

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

COURSE MODULES

The Year 11 course:

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

The Year 12 course:

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Students will undertake 15 hours of guided depth studies in both Year 11 and Year 12. This time will be dedicated towards an investigation that allows for the further development of one or more scientific concepts. Depth studies may be included in one module or across several modules and often include collection and analysis of data through scientific skills.

Practical investigations, including fieldwork, are an essential part of the Year 11 and Year 12 courses, and will take place throughout all core modules to allow students to develop their Working Scientifically skills.

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

INDUSTRIES RELATED TO BIOLOGY

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- Agriculture, Forestry and Fishing
- Education and Training
- Medicine, Healthcare, Pharmacy and Veterinary Care
- Ecology and Environmental Consultancy
- Microbiology and Laboratory Research
- Biotechnology and Genetic Research

WHAT WILL I BE DOING IN THIS COURSE?

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

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

COURSE MODULES

The Year 11 course:

- **Nature of business:** The role and nature of business
- **Business management:** The nature and responsibilities of management
- **Business planning:** Establishing and planning a small to medium enterprise

The Year 12 course:

- **Operations:** Strategies for effective operations management
- **Marketing:** Development and implementation of successful marketing strategies
- **Finance:** Financial information in the planning and management of business
- **Human resources:** Human resource management and business performance

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Students select a business and undertake a case study in Year 12, resources for which is provided by the school.

INDUSTRIES RELATED TO BUSINESS STUDIES

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- Education and Training
- Financial and Insurance Services
- Public Administration
- Real Estate Services
- Human Resources Management
- Operational Management
- Marketing
- Business Management
- Global Business Management

WHAT WILL I BE DOING IN THIS COURSE?

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

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

COURSE MODULES

The Year 11 course:

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

The Year 12 course:

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Students will undertake 15 hours of guided depth studies in both Year 11 and Year 12. This time will be dedicated towards an investigation that allows for the further development of one or more scientific concepts. A depth study may be one investigation or a series of investigations. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses, and will take place throughout all core modules to allow students to develop their Working Scientifically skills. As this course contains mathematical concepts, it is recommended that students who select it are confident in and/or enjoy mathematics.

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

INDUSTRIES RELATED TO CHEMISTRY

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Mining
- Professional, Scientific and Technical Services
- Chemical Engineering
- Industrial Manufacturing
- Cosmetic Manufacturing
- Medicine & Medical Science
- Pharmacy

WHAT WILL I BE DOING IN THIS COURSE?

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

COURSE MODULES

The Year 11 course:

- **Resource Management:** Basic concepts of the resource-management process
- **Individuals and Groups:** The individual's roles, relationships and tasks within and between groups
- **Families and Communities:** Family structures and functions, and the interaction between family and community

The Year 12 course:

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

Selected module:

- **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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Students are required to complete an Independent Research Project (IRP) in the context of the Year 12 core module – Research Methodology – and forms part of the Year 12 internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

INDUSTRIES RELATED TO COMMUNITY AND FAMILY STUDIES

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Education and Training
- Health Care and Social Assistance
- Social Services
- Nursing
- Early Childhood Studies and Care
- Welfare, Youth Work, Counselling

WHAT WILL I BE DOING IN THIS COURSE?

The syllabus focuses on three interconnected areas: Performance, Composition and Appreciation. Students explore these areas by performing dance sequences and deconstructing the movements, aligning with the study of safe dance practice and performance quality. They learn to compose movement as an art form driven by a stimulus, exploring the elements of dance. Dance appreciation involves analysing dance and developing an understanding of dance as an art form expressed both orally and in written form. The syllabus includes prescribed works and course prescriptions for HSC study.

The Year 11 course offers students a broad foundation study of dance as artform through physical exploration. The Year 12 course builds on the Year 11 course and provides students with a deeper understanding of dance as an artform through specialised study.

COURSE MODULES

The Year 11 course:

- Performance (including the study of Safe Dance Practice)
- Composition
- Appreciation

The Year 12 course:

- Performance
- Composition
- Appreciation
- Major Study: Students undertake an in-depth study of dance in one of the Major Study components – Performance, Composition, Appreciation or Dance and Technology.

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Students should be aware of rigorous physical demands of this course.

INDUSTRIES RELATED TO DANCE

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Arts and Recreation Services
- Professional Dancer (in theatre, contemporary, ballet, commercial, musical theatre, film, or TV)
- Choreographer (for stage, film, events, or music videos)
- Dance Teacher (private studios, schools, workshops)
- Musical Theatre Performer
- Actor/Performer (many acting schools value dance background)
- Dance Company Member (e.g., Sydney Dance Company, Bangarra Dance Theatre)

WHAT WILL I BE DOING IN THIS COURSE?

Students in Drama study the practices of Making, Performing and Critically Studying. While the course builds on Drama courses, studied in Years 7-10, it also caters for students with less experience in Drama. 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.

COURSE MODULES

The Year 11 course:

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

The Year 12 course:

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

Topics

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

Group Performance

Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate their performance skills.

Individual Project

Students demonstrate their expertise in a particular area. They choose one project from:

- Performance
- Script-writing
- Video Drama
- Critical Analysis
- Design

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the Year 12. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects. Students selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.

Continued next page

INDUSTRIES RELATED TO DRAMA

Drama can play a vital role in supporting thinking, learning, and efficiency across all areas of work by fostering critical thinking, enhancing problem-solving skills, and encouraging innovative approaches to challenges. Through artistic expression and exploration, individuals develop stronger communication skills, increased emotional intelligence, and improved focus; skills that are transferable to any professional field.

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Actor (theatre, TV, film, voiceover, radio)
- Theatre Performer (musical theatre or stage plays)
- Voice Actor (for animation, audiobooks, gaming)
- Director (theatre, film, TV, or multimedia)
- Playwright/Screenwriter (writing for stage or screen)
- Stage Manager or Production Manager
- Set, Costume, or Lighting Designer
- Choreographer (especially in physical theatre or musical theatre)

For additional course information, contact Head Teacher Creative & Performing Arts

WHAT WILL I BE DOING IN THIS COURSE?

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

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

COURSE MODULES

The Year 11 course:

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

The Year 12 course:

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Students will undertake 15 hours of guided depth studies in both Year 11 and Year 12. This time will be dedicated towards and investigation that allows for the further development of one or more scientific concepts. A depth study may be one investigation or a series of investigations. Depth studies may be included in one module or across several modules.

Practical investigations, including fieldwork, are an essential part of the Year 11 and Year 12 courses, and will take place throughout all core modules to allow students to develop their Working Scientifically skills.

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

INDUSTRIES RELATED TO EARTH AND ENVIRONMENTAL SCIENCE

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Agriculture, Forestry and Fishing
- Education and Training
- Electricity, Gas, Water and Waste Services
- Health Care Social Assistance
- Mining
- Environmental Law
- Environmental Analysis / Consultancy
- Natural Disaster Research & Recovery

WHAT WILL I BE DOING IN THIS COURSE?

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes affect individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

COURSE MODULES

The Year 11 course:

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

The Year 12 course:

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

There is no prerequisite study for the Food Technology course. Completion of the Year 11 course is a prerequisite to the study of the Year 12 course.

INDUSTRIES RELATED TO ECONOMICS

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Education and Training
- Financial and Insurance Services
- Professional, Scientific and Technical Services
- Public Administration and Safety
- Rental, Hiring and Real Estate Services

WHAT WILL I BE DOING IN THIS COURSE?

Both the Year 11 and Year 12 courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

COURSE MODULES

The Year 11 Course:

- Engineering Fundamentals
- Engineered Products and
- Braking Systems
- Biomedical Engineering

The Year 12 course:

- Civil Structures
- Personal and Public Transport
- Aeronautical Engineering
- Telecommunications Engineering.

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Students are required to produce two engineering reports in both Year 11 and in Year 12, one engineering report in each year must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

As this course contains mathematical concepts, it is recommended that students who select it are confident in and/or enjoy mathematics.

INDUSTRIES RELATED TO ENGINEERING STUDIES

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Construction
- Mining
- Telecommunications
- Nuclear Medicine
- Civil Structures & Infrastructure
- Biomedical Engineering
- TAFE (Electrical, Construction)
- Aeronautical & Aerospace Engineering
- Metalwork

WHAT WILL I BE DOING IN THIS COURSE?

In the English Advanced course, students have the opportunity to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature. Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, developing structures of texts composed for different purposes in a range of contexts. Through study of the course modules, students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

COURSE MODULES

The Year 11 course:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called **Reading to Write**: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- **Critical Study of Literature**: (In the Skin of a Lion by Michael Ondaatje). Students engage deeply with this novel, building critical and conceptual response skills.
- **Narratives that Shape our World**: students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

The Year 12 course:

- **Texts and Human Experiences**
- **Textual Conversations**
- **Critical study of Literature**
- **The Craft of Writing**: Students explore a range of texts as exemplars and inspiration for their own writing.

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

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

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

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COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION (CONT.)

In Year 12 students are required to study:

- at least four prescribed texts, one drawn from each of the following categories:
Shakespearean drama; prose fiction; poetry OR drama. The remaining text may be film or media or a nonfiction text OR may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common module: Texts and Human Experiences.

INDUSTRIES RELATED TO ENGLISH ADVANCED

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#).

Advanced English is intended for students interested in university entrance to courses requiring deep analytical skills and highly sophisticated language. For example, Law, Public Relations, Journalism or Fine Arts. Some courses like Medicine require Advanced as a prerequisite.

WHAT WILL I BE DOING IN THIS COURSE?

The English EAL/D course is designed for students who come from diverse backgrounds and bring a variety of linguistic and cultural experiences to the classroom to develop and consolidate their use, understanding and appreciation of Standard Australian English.

The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. The English EAL/D course focuses on the close study of language and meaning and English language learning providing students with opportunities to develop and refine skills in spoken and written English.

COURSE MODULES

The Year 11 course:

- Reading to write: Transition to English EAL/D
- Close Study of Text
- Texts and Society.

Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.

The Year 12 course:

- In Module A, **Texts and Human Experiences**, students analyse and explore texts and apply skills in synthesis.
- **Language Identity Culture** and **Close Study of Text** focus on particular aspects of shaping meaning and assessing the effectiveness of texts for different audiences and purposes.
- The fourth module, **Focus on Writing**, is studied concurrently throughout the year to develop students' understanding and use of language in developing their own written responses.

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Students only qualify for this course if they have been studying English for 5 years or less at the commencement of Year 11.

Across the English EAL/D Stage 6 course students are required to study:

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

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COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION (CONT.)

The Year 11 course:

Students are required to:

- study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- engage in regular wide reading connected to, and described in, each of the modules
- engage in speaking and listening components in each focus area.

The Year 12 course:

Students are required to:

- study at least three types of text, film or media or nonfiction texts
- engage in speaking and listening components in each module.

INDUSTRIES RELATED TO ENGLISH AS AN ADDITIONAL LANGUAGE / DIALECT (EAL/D)

The study of EAL/D empowers students to thrive academically and socially, while building the English skills needed for success in life after school and will support their progression to apprenticeships and tertiary study.

WHAT WILL I BE DOING IN THIS COURSE?

The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

COURSE MODULES

The Year 11 course:

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

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

The Year 12 course:

Students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. The electives are:

- Confessional Worlds
- Historical Worlds
- Hybrid Worlds
- Natural Worlds
- Shakesperean Worlds

Some examples of texts studied in the subject:

- A Passage to India, by E.M. Forster
- North and South by Elizabeth Gaskell
- Waiting for Godot by Samuel Beckett
- Pan's Labyrinth Guillermo Del Toro

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COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

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

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

The Year 11 course:

Students are required to:

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

The Year 12 course:

Students are required to study:

- at least THREE prescribed texts for the elective study which must include two print texts
- at least TWO related texts.

INDUSTRIES RELATED TO ENGLISH EXTENSION 1

Extension 1 English develops advanced capabilities in reading, writing, research, and argumentation, all of which are highly valued in many academic and professional careers. This course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Author or Novelist
- Journalist or Columnist
- Editor or Publisher
- Copywriter or Content Writer
- Screenwriter or Playwright
- Communications Officer
- Researcher (Humanities, Cultural Studies, Media)

WHAT WILL I BE DOING IN THIS COURSE?

The English Extension 2 course enables students who are accomplished English users to extend their conceptual understanding of the ways literature is read and written in Extension 1 by encouraging them to consider their authorial role as they embark on their Major work. The focus areas provide students with a rich knowledge base to develop their skills in crafting language and refining their personal voice in critical and creative ways. Students create a substantial and original Major work that extends the knowledge, understanding and skills they have developed through their study of English. Through the creative process, they independently pursue areas of interest, develop deep knowledge, and experiment with and manipulate language in their own extended compositions.

COURSE MODULES

The Year 12 Course:

Author and authority

Students learn about how and why the ways we create and read literature have changed over time and evaluate the relationship between texts and literary criticism. They engage with significant literary thinkers and texts to understand the role that they play in a broader literary context. Students develop their understanding of author and authority by exploring ONE author study. In their author study, students evaluate the primacy of the author in creating a text's meaning.

The Major work is a sustained, cohesive and extended composition that demonstrates mastery of the composition process. Students engage in extensive investigation of a literary subject of their own choosing to evaluate the ways their own creative or critical composition is situated within an established literary and theoretical context. Throughout the development of the Major work, students evaluate and reflect on their research and composition processes, using a range of modes and mediums in their Major work journal.

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

In Year 12 students are required to complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. Students can choose to compose in ONE of the following forms: short fiction, creative nonfiction, poetry, critical response, script (short film, television, drama) OR podcasts (drama, storytelling, speeches, performance poetry).

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INDUSTRIES RELATED TO ENGLISH EXTENSION 2

Extension 2 English offers a unique opportunity for students to create an original Major Work in a form of their choice—such as short fiction, creative nonfiction, poetry, scriptwriting, or critical essays. It's a highly specialised course that cultivates independent thinking, creativity, and research skills—perfect preparation for a wide range of advanced academic and professional careers. This course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Author or Novelist
- Journalist or Columnist
- Editor or Publisher
- Copywriter or Content Writer
- Screenwriter or Playwright
- Communications Officer
- Researcher (Humanities, Cultural Studies, Media)

WHAT WILL I BE DOING IN THIS COURSE?

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

COURSE MODULES

The Year 11 course:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called **Reading to Write: Transition to Senior English**. Students explore texts and consolidate writing skills required for senior study.
- **Close study of Literature:** The poetry of Wilfred Owen. Students engage deeply with this poetry, building critical and conceptual response skills.
- **Contemporary Possibilities:** students study the play "7 Stages of Grieving" exploring Indigenous perspectives across a range of modes.

The Year 12 course:

- **Texts and Human Experiences**
- **Language, Identity and Culture**
- **Close Study of Text**
- **The Craft of Writing:** Students explore a range of texts as exemplars and inspiration for their own writing.

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Across the English Standard course students are required to study:

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

The Year 12 course

Students are strongly encouraged to consider their teacher's recommendation for the English course they choose.

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INDUSTRIES RELATED TO ENGLISH STANDARD

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#).

Standard English is an university entrance course intended for high achieving students, whose strengths lie in mathematical or scientific fields.

WHAT WILL I BE DOING IN THIS COURSE?

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace 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.

COURSE MODULES

The Year 11 course:

Students study the mandatory module Reading to write: Transition to English Studies. Students read a range of literary and non-literary texts in a variety of modes and mediums and use the knowledge gained from their reading to develop their skills as writers. Students use comprehension strategies to improve their understanding and knowledge of textual forms and language features and to inspire thoughtful discussion and imaginative responses. They also read texts as a way to expand their skills of analysis and evaluation and develop insights into their world, deepen their understanding of themselves and the lives of others.

Students study two to three additional elective focus areas.

The Year 12 course:

The Year 12 Course has 3 focus areas: Narrative and human experiences; Writing for purpose; Elective focus areas.

In Narrative and human experiences students develop their knowledge and understanding of human experiences through encounters with narratives. Through their study of ONE prescribed text and a variety of other texts students develop their understanding of what narrative is, how it is constructed, how it is represented and how it is part of our world.

In Writing for purpose students develop their knowledge and skills as writers by engaging with short and extended literary and non-literary texts. They use a range of language features, vocabulary and sentence structures in their own written compositions that are appropriate to particular audiences, purposes and contexts.

Students read at least FOUR short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own ideas and written expression.

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COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

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

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

The Year 11 course

Students are required to:

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

The Year 12 course

Students are required to:

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

INDUSTRIES RELATED TO ENGLISH STUDIES

English Studies is designed for students who are more focused on practical and vocational applications of English, rather than university-bound academic pathways. It supports students in developing their literacy, communication, and critical thinking skills for the workplace and everyday life. It can lead to tertiary education via TAFE or pathway programs.

WHAT WILL I BE DOING IN THIS COURSE?

The Year 11 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 Year 12 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.

COURSE MODULES

• The Year 11 course:

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

The Year 12 course:

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

There is no prerequisite study for the Food Technology course. Completion of the Year 11 course is a prerequisite to the study of the Year 12 course. It is important that students understand the different course elements of Food Technology and Hospitality (VET).

It is mandatory that students undertake practical activities.

INDUSTRIES RELATED TO FOOD TECHNOLOGY

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Nutritionist
- Food Product Marketing
- Environmental Health Officer
- Chef
- Food Scientist

WHAT WILL I BE DOING IN THIS COURSE?

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, through study of prescribed topics.

COURSE MODULES

Topics are studied through two interdependent perspectives: The Personal World and French-speaking Communities. These provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

Topics:

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

This course is designed specifically for beginners, so no prior knowledge of French is required. It's ideal for students who are new to the language or have only had limited exposure. To be eligible, students must not have studied more than 100 hours of French in total, roughly equivalent to one school year, before starting Year 11.

INDUSTRIES RELATED TO FRENCH BEGINNERS

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Hospitality and Tourism
- Translation
- International Business and Management
- Finance and Banking
- Education and Training
- Health Care and Social Assistance
- Information Media and Telecommunications

WHAT WILL I BE DOING IN THIS COURSE?

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate Earth's natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

COURSE MODULES

The Year 11 course:

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

The Year 12 course:

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

The course requires that students undertake ONE geographical Investigation (project) as well as twelve mandatory hours of fieldwork for the Year 11 Course.

INDUSTRIES RELATED TO GEOGRAPHY

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- Urban Planning
- Environmental Management
- Tourism
- Resource Management
- Data Analysis

WHAT WILL I BE DOING IN THIS COURSE?

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German. Students' skills in, and knowledge of German will be developed through tasks associated with a range of texts and text types, through study of prescribed topics.

COURSE MODULES

Topics are studied through two interdependent perspectives: The Personal World and German-speaking communities. These provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture.

Topics:

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

This course is designed specifically for beginners, so no prior knowledge of German is required. It's ideal for students who are new to the language or have only had limited exposure. To be eligible, students must not have studied more than 100 hours of German in total, roughly equivalent to one school year, before starting Year 11.

INDUSTRIES RELATED TO GERMAN BEGINNERS

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Hospitality and Tourism
- Translation
- International Business and Management
- Finance and Banking
- Education and Training
- Health Care and Social Assistance
- Information Media and Telecommunications

WHAT WILL I BE DOING IN THIS COURSE?

In this course, students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance, and develop the skills to enhance movement for themselves and others throughout their lifetime.

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

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.

COURSE MODULES

Year 11 course:

- Health for individuals and communities
- The body and mind in motion
- Collaboration investigation
- Depth studies

Year 12 course:

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Health and Movement Science is primarily a theory based course with some opportunities for practical application.

INDUSTRIES RELATED TO HEALTH & MOVEMENT SCIENCE

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Physiotherapy
- Occupational Therapy
- Exercise Physiology or Exercise Scientist
- Strength and Conditioning Coach
- Wellbeing Program Coordinator
- Nutritionist or Dietitian

WHAT WILL I BE DOING IN THIS COURSE?

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

COURSE MODULES

The Year 12 course:

The course comprises two sections.

Constructing History

Key questions:

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

Case Study (Focus: Winston Churchill)

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

History Project

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

- | | |
|---|--|
| <ul style="list-style-type: none">• Either of the following is a prerequisite for entry into Year 12 History Extension:
Ancient History (2 units – Year 11) or
Modern History (2 units – Year 11) | <p>The course requires students to undertake:</p> <ul style="list-style-type: none">• one case study• the development of one History Project.• Ancient and/or Modern History |
|---|--|

INDUSTRIES RELATED TO HISTORY

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Education and Training
- Information Media and Telecommunications
- Professional, Scientific and Technical Services
- Public Administration and Safety
- Rental, Hiring and Real Estate Services

WHAT WILL I BE DOING IN THIS COURSE?

Industrial Technology: Multimedia will develop a student's knowledge and understanding of the multimedia industry and its related technologies, highlighting the importance of design, management and production through practical experiences.

It consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area of multimedia.

COURSE MODULES

The Year 11 course:

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

The Year 12 course:

The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

In the Year 11 course, students design, develop and construct multimedia projects. Each project will include a management folio. Students also undertake the study of an individual business within the multimedia industry.

In the Year 12 course, students design, develop and construct a Major Project with a management folio (worth 60% of their HSC mark in total). They will also continue to study the multimedia industry as a whole. Additionally students sit a 1.5 hour exam which contributes 40% of their HSC mark.

Students cannot also study Industrial Technology Timber.

INDUSTRIES RELATED TO INDUSTRIAL TECHNOLOGY MULTIMEDIA

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- 2D/3D Modeler/Animator
- UI/UX Designer
- Videographer / Cinematographer
- Concept Artist
- Digital Marketing Specialist
- E-learning Developer

WHAT WILL I BE DOING IN THIS COURSE?

Industrial Technology: Timber and Furniture Technologies will develop a student's knowledge and understanding of the timber industry and its related technologies, highlighting the importance of design, management and production through practical experiences.

It consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area of timber.

COURSE MODULES

The Year 11 course:

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

The Year 12 course:

The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

In the Year 11 course, students design, develop and construct timber projects. Each project will include a management folio. Students also undertake the study of a business within the timber industry.

In the Year 12 course, students design, develop and construct a Major Project with a management folio (worth 60% of their HSC mark in total). They will also continue to study the timber industry as a whole. Additionally students sit a 1.5 hour exam which contributes 40% of their HSC mark.

Students need to purchase timber and allied materials for their Major Project at their own expense.

Students cannot also study Industrial Technology Multimedia.

INDUSTRIES RELATED TO INDUSTRIAL TECHNOLOGY TIMBER

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Cabinet Making
- Furniture Design
- Forestry Industry
- Industrial Design

WHAT WILL I BE DOING IN THIS COURSE?

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, through study of prescribed topics.

COURSE MODULES

Topics are studied through two interdependent perspectives: The Personal World and Japanese-speaking Communities. These provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Topics:

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

This course is designed specifically for beginners, so no prior knowledge of Japanese is required. It's ideal for students who are new to the language or have only had limited exposure. To be eligible, students must not have studied more than 100 hours of Japanese in total, roughly equivalent to one school year, before starting Year 11.

INDUSTRIES RELATED TO JAPANESE BEGINNERS

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Hospitality and Tourism
- Translation
- International Business and Management
- Finance and Banking
- Education and Training
- Health Care and Social Assistance
- Information Media and Telecommunications

WHAT WILL I BE DOING IN THIS COURSE?

The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology.

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. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

COURSE MODULES

Year 11 course:

- The Legal System
- The Individual and the Law
- The Law in Practice

Year 12 course:

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options chosen from: Family, Indigenous peoples, World order

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

There are no prerequisites for students who wish to study this course.

INDUSTRIES RELATED TO LEGAL STUDIES

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Education and Training
- Information Media and Telecommunications
- Public Administration and Safety
- Law and Justice
- Policing
- Criminology and Research
- Social Work
- Politics
- Journalism

WHAT WILL I BE DOING IN THIS COURSE?

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

COURSE MODULES

Year 11 course:

Functions

- Working with Functions

Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Calculus

- Introduction to Differentiation

Exponential and Logarithmic Functions

- Logarithms and Exponentials

Statistical Analysis

- Probability and Discrete Probability Distributions

Year 12 course:

Functions

- Graphing Techniques

Trigonometric Functions

- Trigonometric Functions and Graphs

Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Financial Mathematics

- Modelling Financial Situations

Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Students are strongly encouraged to consider their teacher's recommendation for the mathematics course they choose.

INDUSTRIES RELATED TO MATHEMATICS

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Engineer (Civil, Mechanical, Electrical, Software)
- Data Analyst or Data Scientist
- Statistician
- Computer Scientist or Software Developer
- Mathematician or Theoretical Physicist
- Chemist or Environmental Scientist
- Actuary

WHAT WILL I BE DOING IN THIS COURSE?

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

The Mathematics Extension 1 course covers the Mathematics Advanced course across Year 11 and Year 12. Therefore, if you select Mathematics Extension 1 - you must also select to study Mathematics Advanced as they are delivered in the same fortnightly lessons.

COURSE MODULES

Year 11 course topics:

Functions

- Further Work with Functions
- Polynomials

Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Calculus

- Rates of Change

Combinatorics

- Working with Combinatorics

Year 12 course topics:

Proof

- Proof by Mathematical Induction

Vectors

- Introduction to Vectors

Trigonometric Functions

- Trigonometric Equations

Calculus

- Further Calculus Skills
- Applications of Calculus

Statistical Analysis

- The Binomial Distribution

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

The Mathematics Extension 1 course covers the Mathematics Advanced course across Year 11 and Year 12. Therefore, if you select Mathematics Extension 1 - you must also select to study Mathematics Advanced as they are delivered in the same fortnightly lessons.

INDUSTRIES RELATED TO MATHEMATICS

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Engineer (Civil, Mechanical, Software, Biomedical, etc.)
- Computer Programmer or Developer
- Statistician
- Environmental or Biomedical Scientist
- Data Analyst

WHAT WILL I BE DOING IN THIS COURSE?

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

COURSE MODULES

The Year 12 course topics:

Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Vectors

- Further Work with Vectors

Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Calculus

- Further Integration

Mechanics

- Applications of Calculus to Mechanics

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

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

INDUSTRIES RELATED TO MATHEMATICS

- The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:
- Research Physicist or Mathematician
- Space Scientist (Astrophysics, Aeronautics)
- Software Engineer in high-tech or AI fields
- Data Scientist (in Complex Modelling, Finance, or Epidemiology)
- Cryptographer or Cybersecurity Expert
- Quantitative Analyst in Finance
- Engineer in highly technical fields (Robotics, Aerospace)

WHAT WILL I BE DOING IN THIS COURSE?

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

COURSE MODULES

The Year 11 course topics:

Algebra

- Formulae and Equations
- Linear Relationships

Measurement

- Applications of Measurement
- Working with Time

Financial Mathematics

- Money Matters

Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

The Year 12 course topics:

Algebra

- Types of Relationships
- Measurement
- Right-angled Triangles
- Rates
- Scale Drawings

Financial Mathematics

- Investment
- Depreciation and Loans

Statistical Analysis

- Further Statistical Analysis

Networks

- Networks and Paths

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

In Year 11 all Mathematics Standard 2 and Mathematics Standard 1 students study the same course. After the Year 11 Examinations students and teachers collaborate to select the most appropriate course to study in Year 12, either Standard 1 or Standard 2 Mathematics.

INDUSTRIES RELATED TO MATHEMATICS STANDARD 1

Mathematics Standard 1 is a practical, real-world-focused course designed primarily for students who are not planning to pursue mathematics-heavy university degrees. It supports pathways into TAFE, vocational training, apprenticeships, and some tertiary study programs that do not require advanced mathematical knowledge.

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Electrician
- Carpenter or Builder
- Plumber
- Automotive Technician
- Hairdresser or Beauty Therapist
- Hospitality Manager

WHAT WILL I BE DOING IN THIS COURSE?

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Year 9 and Year 10 learning without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

COURSE MODULES

Year 11 course topics:

Algebra

- Formulae and Equations
- Linear Relationships

Measurement

- Applications of Measurement
- Working with Time

Financial Mathematics

- Money Matters

Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12 course topics:

Algebra

- Types of Relationships

Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Financial Mathematics

- Investments and Loans
- Annuities

Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Networks

- Network Concepts
- Critical Path Analysis

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

In Year 11 all Mathematics Standard 2 and Mathematics Standard 1 students study the same course. After the Year 11 Examinations students and teachers collaborate to select the most appropriate course to study in Year 12, either Standard 1 or Standard 2 Mathematics.

INDUSTRIES RELATED TO MATHEMATICS STANDARD

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Accountancy
- Banking, Investment and Insurance
- Computing
- Information Technology
- Construction and Maintenance Trades (Electrician, Carpentry, Plumbing, Water and Waste Management)

WHAT WILL I BE DOING IN THIS COURSE?

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

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.

COURSE MODULES

The Year 11 Course:

- **Investigating Modern History**
 - Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies. Includes: The Meiji Restoration of Japan
- **Historical Investigation:** Representation and Commemoration of the Past (JFK)
- **The Shaping of the Modern World:** Creating Modern Super Powers

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

The Year 12 course:

- **Core Study: Power and Authority in the Modern World 1919–1946**
- **'National Studies' topic:** USA National Study 1919 - 1941
- **'Peace and Conflict' topic:** Conflict in the Pacific 1937 - 1951
- **'Change in the Modern World' topic:** The Cultural Revolution to Tiananmen Square 1966 - 1989

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

There are no prerequisites for students who wish to study this course.

INDUSTRIES RELATED TO MODERN HISTORY

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Arts and Recreation Services
- Education and Training
- Health Care and Social Assistance
- Information Media and Telecommunications
- Public Administration and Safety

WHAT WILL I BE DOING IN THIS COURSE?

Students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. While the course builds on the Years 7-10 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

COURSE MODULES

Year 11 course:

Students study three topics in Year 11. Topics are chosen from a list of 21 topics (in consultation with the students) which covers a broad range of styles, periods and genres. Examples include studies of: rock music, jazz music and music of small ensembles.

Year 12 course:

Students study three topics in Year 12. Topics are chosen from a list of 21 topics (in consultation with the students) which covers a broad range of styles, periods and genres. Examples include studies of: music of the 20th and 21st centuries, an instrument and its repertoire and popular music. 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.

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

Students wishing to study Extension Music must study Music 2.

INDUSTRIES RELATED TO MUSIC

Music can play a vital role in supporting thinking, learning, and efficiency across all areas of work by fostering critical thinking, enhancing problem-solving skills, and encouraging innovative approaches to challenges. Through artistic expression and exploration, individuals develop stronger communication abilities, increased emotional intelligence, and improved focus—skills that are transferable to any professional field.

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Arts and Recreation Services
- Education and Training
- Information Media and Telecommunications
- Live Music Industry
- Recording Industry
- Services related to Music

For additional course information, contact Head Teacher Creative & Performing Arts

WHAT WILL I BE DOING IN THIS COURSE?

Students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

COURSE MODULES

The Year 11 course:

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

The Year 12 course:

Students study one mandatory topic covering a range of content and one additional topic in each year of the course. The additional topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres, for example: music from 1900 - 1945 and music from 1945 to the last 25 years.

In the Year 12 course, the mandatory topic is Music of the Last 25 Years (Australian focus).

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Although having studied Music in Years 9 and 10 is an advantage, there are no prerequisites for students who wish to study this course.

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Submitted works and performances are required to reflect the mandatory and additional topic studied in Year 12. The additional topic studied in Year 12 must be different to the topic studied in the Year 11 course. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. All students will be required to develop a composition portfolio for the core composition.

Students must study Music 2 if they wish to study Extension Music.

INDUSTRIES RELATED TO MUSIC

Music can play a vital role in supporting thinking, learning, and efficiency across all areas of work by fostering critical thinking, enhancing problem-solving skills, and encouraging innovative approaches to challenges. Through artistic expression and exploration, individuals develop stronger communication abilities, increased emotional intelligence, and improved focus—skills that are transferable to any professional field.

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Arts and Recreation Services
- Education and Training
- Information Media and Telecommunications
- Live Music Industry
- Recording Industry
- Services related to Music

For additional course information, contact Head Teacher Creative & Performing Arts

WHAT WILL I BE DOING IN THIS COURSE?

Students specialise in performance or composition or musicology and follow an individual program of study which is negotiated between the teacher and student.

COURSE MODULES

Through the study of the major work, the Music Extension course builds on the Music 2 Year 11 course and extends the Music 2 Year 12 course. It assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Students selecting Performance as their area of specialisation will be required to present an ensemble piece within their performance program. Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work.

INDUSTRIES RELATED TO MUSIC

Music can play a vital role in supporting thinking, learning, and efficiency across all areas of work by fostering critical thinking, enhancing problem-solving skills, and encouraging innovative approaches to challenges. Through artistic expression and exploration, individuals develop stronger communication abilities, increased emotional intelligence, and improved focus—skills that are transferable to any professional field.

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Arts and Recreation Services
- Education and Training
- Information Media and Telecommunications
- Live Music Industry
- Recording Industry
- Services related to Music

For additional course information, contact Head Teacher Creative & Performing Arts

WHAT WILL I BE DOING IN THIS COURSE?

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

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

COURSE MODULES

The Year 11 course:

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

The Year 12 course:

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Students will undertake 15 hours of guided depth studies in both Year 11 and Year 12. This time will be dedicated towards and investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses, and will take place throughout all core modules to allow students to develop their Working Scientifically skills. As this course contains mathematical concepts, it is recommended that students who select it are confident in and/or enjoy mathematics.

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

INDUSTRIES RELATED TO PHYSICS

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Education and Training
- Mining and Geophysics
- Engineering (Civil, Chemical, Biomedical, Aeronautical, Mechanical and Telecommunications)
- Astronomy and Research
- Nuclear Energy and Medicine

WHAT WILL I BE DOING IN THIS COURSE?

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

COURSE MODULES

The Year 11 course:

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

The Year 12 course:

- **Social and Cultural Continuity and Change:** The nature of social and cultural continuity and change as well as application
- **The Personal Interest Project (PIP):** An individual research project

Depth Studies:

TWO to be chosen from:

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

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

In Year 12 students must complete the Personal Interest Project.

INDUSTRIES RELATED TO SOCIETY AND CULTURE

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Arts and Recreation Services
- Education and Training
- Health Care and Social Assistance
- Information Media and Telecommunications
- Public Administration and Safety

WHAT WILL I BE DOING IN THIS COURSE?

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

COURSE MODULES

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

- Aquatics
- Athletics
- Games and Sports Applications
- Individual Games and Sports Applications
- Sports Administration
- Sports Coaching and Training

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Sport, Lifestyle and Recreation Studies is a non-ATAR subject.

INDUSTRIES RELATED TO SPORT, LIFESTYLE AND RECREATION

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Arts and Recreation Services
- Education and Training
- Health Care and Social Assistance
- Public Administration and Safety

WHAT WILL I BE DOING IN THIS COURSE?

The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile, Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two Year 11 textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The Year 12 course builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

COURSE MODULES

The Year 11 course:

- Design
- Properties and Performance of Textiles
- The Australian Textile, Clothing, Footwear and Allied Industries
- Two textiles projects and portfolios

The Year 12 course:

- Design
- Properties and Performance of Textiles
- The Australian Textile, Clothing, Footwear and Allied Industries
- Major Textiles Project and Portfolio

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas (apparel, furnishings, costume, textile arts, non-apparel) and enables students to explore an area of interest. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries.

The project has two components: the supporting documentation and textile item(s). The other 50% of the HSC mark is from a 1.5 hour examination.

Students need to purchase fabric for their Major Textiles project at their own cost.

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INDUSTRIES RELATED TO TEXTILES & DESIGN

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Fashion Design
- Interior Design
- Arts and Recreation Services
- Retail Trade
- Wholesale Trade

TAFE Courses

- Costume and Millinery
- Digital Block Drafting
- Apparel Fashion and Textiles

WHAT WILL I BE DOING IN THIS COURSE?

Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop their own artworks, culminating in a 'body of work' in the Year 12 course. The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations.

In Year 11 students focus on:

- experimentation of multiple expressive forms and use of a process diary
- a broad investigation of ideas in artmaking, art criticism and art history.

COURSE MODULES

The Year 11 course:

Learning opportunities focus on:

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

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

The Year 12 course:

Learning opportunities focus on:

- how students may develop their practice in artmaking, 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 artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

Year 12:

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

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INDUSTRIES RELATED TO VISUAL ARTS

The creative arts play a vital role in supporting thinking, learning, and efficiency across all areas of work by fostering critical thinking, enhancing problem-solving skills, and encouraging innovative approaches to challenges. Through artistic expression and exploration, individuals develop stronger communication abilities, increased emotional intelligence, and improved focus—skills that are transferable to any professional field.

The knowledge and skills developed in this course can be applied across a range of career pathways as detailed on the [Your Career website](#). Industries related to this course include, but are not limited to:

- Arts and Recreation Services
- Education and Training
- Information Media and Telecommunications, Marketing and Advertising

For additional course information, contact Head Teacher Creative & Performing Arts

WHAT WILL I BE DOING IN THIS COURSE?

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

COURSE MODULES

- **Core:** My Working Life
- **Modules:** There are several modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours. They include:
 - In the workplace
 - Preparing job applications
 - Workplace communication
 - Experiencing work
 - Teamwork & enterprise skills
 - Personal finance
 - Managing work and life commitments

COURSE REQUIREMENTS/ADDITIONAL COURSE INFORMATION

There are no prerequisites for students who wish to study this course.

INDUSTRIES RELATED TO WORK STUDIES

This course assists in developing skills to enter and contribute effectively to the workforce.

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

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

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

NSW Department of Education RTO is accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License, or a valid Passport. Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them for the workplace. Students are either deemed "competent" or "not competent" by the teacher. Students who achieve competency will possess the skills and knowledge to perform workplace activities across various situations and environments, meeting industry standards.

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

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

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

Work Placement

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

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

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

2026 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you with 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.

Consumable costs: Preliminary - \$180

HSC - \$180

School-specific equipment and associated requirements for students eg uniform and toolbox to be purchased at student's own cost

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>

Terminology

ATAR

Australian Tertiary Admission Rank (ATAR) calculated by UAC and used by UAC to process applications to university courses at participating universities. It is calculated from the best 10 units (including 2 units of English) completed by each HSC student who requests an ATAR.

Course

A course is what is taught for the HSC. The following is a guideline to help you understand the pattern of courses.

2 Unit Course

This is the basic structure of all courses.

Extension Course

- Extension study is available in a number of subjects. Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music and some Languages. Undergraduate university courses will be available in some subjects.
- English and Mathematics Extension courses are available at Year 11 and Year 12 levels. Students must study the Year 11 extension course in these subjects before proceeding to the two Year 12 extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- Year 12 extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

Early Offer Schemes

Institutions can make early offers of undergraduate admission to Year 12 students using criteria other than (or in addition to the ATAR). Institutions use one or more of the following criteria: Year 11 studies, school's rating of your abilities in areas of study and of your aptitudes, Educational Access Schemes (if applicable) and institution-specific documents (if applicable).

Extension Courses

Extension courses are 1 unit courses which build on the content of the 2 unit Board Developed course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History and Music. English and Mathematics Extension courses are available at Year 11 and Year 12 levels. Students must study the Year 11 extension course in these subjects before proceeding to the two Year 12 extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course. Year 12 extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

Higher School Certificate (HSC)

The HSC is the highest educational award you can receive from a secondary school in NSW. The HSC is a highly regarded and respected secondary school credential. The HSC is the culmination of 13 years of study through school education.

HSC All My Own Work (AMOW)

Complete AMOW before submitting any work for Year 11 or Year 12 courses (to be completed whilst in Year 10).

HSC Minimum Standard

To show they meet the HSC minimum standard, students need to achieve a level 3 or 4, in short, online reading, writing and numeracy tests of skills for everyday life. This opportunity commences in Year 10.

Terminology

Non-ATAR

You do not require an ATAR to receive an HSC. An ATAR is only required for students seeking placement at a university. A non-ATAR program of study for the HSC allows students to choose courses more relevant for their particular pathway beyond school.

NSW Education Standards Authority (NESA)

NESA is a NSW Government Board established to serve NSW Government and Non-Government schools in the development of school education in Years K – 12. The NESA sets the core curriculum for Years K – 12, manages the HSC examinations each year and awards the credentials (HSC and ROSA) each year.

Performance Bands

The performance band is awarded at the end of the HSC course and students are notified of their achievement when they receive their results from NESA. The band awarded aligns with general descriptors of the level the student was working when they completed the course. It is a measure intended to allow comparison of candidates in a course across several years. 2 Unit courses have bands awarded from 1 (lowest) through to 6 (highest). Extension courses have bands awarded from E1 (lowest) to E4 (highest). In our school, these are used to guide quality teaching and learning for feedback and student practice.

Record of School Achievement (ROSA)

The ROSA is a credential for students who leave school after completing Years 10 & 11 and before they receive their HSC. The credential replaces the School Certificate and includes information about what students have achieved if they choose to leave school before completing the HSC.

Life Skills Stage 6 (Years 11 and 12 Life Skills courses will be available for students following a special program of study for the Higher School Certificate. Participation in a life skills program will be based upon an individual transition planning process that will occur for both the Year 11 and Year 12 years.

Life Skills Courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills Course comprises a 2-unit Year 11 course and a 2-unit Year 12 course. Life skills courses do not count towards the ATAR.

Stage 6

The final two years of school education, Year 11 and Year 12 are referred to as Stage 6.

UAC

University Admissions Centre (UAC) processes applications to participating universities (mostly in NSW and the ACT). UAC collects data on HSC student performance and ranks students. Early Offer Schemes Institutions can make early offers of undergraduate admission to Year 12 students using criteria other than (or in addition to the ATAR). Institutions use one or more of the following criteria: Year 11 studies, school's rating of your abilities in areas of study and of your aptitudes, Educational Access Schemes (if applicable) and institution-specific documents (if applicable).

Units

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units. In the HSC each unit has a value of 50 marks. Hence, a 2-unit course has a value of 100 marks.

Vocational Education and Training (VET)

VET courses teach industry specific skills that are relevant to future study and employment. These are competency based and allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. The AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing in related study at TAFE NSW and other private training colleges. A workplace component is a compulsory part of all VET Framework courses. Non-completion of mandatory work placement is an automatic N determination.

The VET Curriculum Frameworks are based on Industry Training Packages. The courses from these Frameworks are Board Developed. Students must study the 240-hour course and undertake the optional written examination to have the course contribute to the calculation of the ATAR. (continued next page)

Terminology

Vocational Education and Training (VET). continued

Other VET courses for which there are no industry frameworks are usually delivered at TAFE NSW (referred to as TVET courses). These courses have no external examination and do not contribute to the ATAR but count as units towards the HSC. Examples include: Children's Services, Community Services, Design and Computer Assembly & Repair.

TAFE delivered VET courses are usually delivered in 4-hour blocks one afternoon per week from approximately 2-6 pm. 100% attendance is required. It is important to remember that one missed lesson is the equivalent of a week's course content. VET courses are delivered in an adult learning environment. Students must take responsibility for their own learning.

Year 11 Course

The Year 11 runs for three terms, Terms 1 – 3 of Year 11.

Year 12 Course

The Year 12 course runs for four terms from Term 4 of the Year 11 school year plus terms 1 to 3 of Year 12. Students sit their HSC examinations during Term 4 of Year 12. Students must satisfactorily complete the Year 11 component of a course before being allowed to progress to the Year 12 course.

