



# Stage 6

# Year 11/12 Subject Selection

# 2026

RESPECT, RESPONSIBILITY, DO YOUR BEST

## CONTENTS

Principal's Message.....	4
Information from NSW Education Standards Authority (NESA).....	5
The Higher School Certificate (HSC).....	5
Eligibility for the HSC.....	5
Record of School Achievement (RoSA).....	6
Preliminary Course.....	6
HSC Course.....	6
Types of HSC Courses.....	7
HSC Minimum Standards.....	7
Australian Tertiary Admission Rank (ATAR).....	8
Eligibility for an ATAR from 2025.....	8
Assessment and Reporting.....	9
Understanding HSC Pathways.....	9
Student Career Pathway Options.....	10

### **Board Developed Courses**

Agriculture.....	11
Ancient History.....	12
Business Studies.....	13
Biology.....	14
Chemistry.....	15
Community and Family Studies.....	16
Design and Technology.....	17
Drama .....	18
Earth and Environmental Science.....	19
English Advanced.....	20
English Extension 1 (1 Unit).....	21
English Extension 2 (1 Unit HSC course only) .....	22
English Standard.....	23
English Studies.....	24
Food Technology.....	25
Industrial Technology – Metal and Engineering Technologies.....	26
Industrial Technology – Timber Products and Furniture Technologies.....	27
Investigating Science.....	28
Legal Studies.....	29

## CONTENTS cont...

Mathematics Advanced.....	30
Mathematics Extension 1 (1 Unit).....	31
Mathematics Extension 2 (1 Unit HSC course only).....	32
Mathematics Standard 2.....	33
Mathematics Standard 1.....	34
Modern History.....	35
Music.....	36
Health & Movement Science .....	37
Physics.....	38
Visual Arts.....	39

### **VET Courses**

Construction Curriculum Framework.....	40
Hospitality Curriculum Framework.....	41
Primary Industries Curriculum Framework .....	42

### **Board Endorsed Courses or Content Endorsed Courses (CEC) – NO ATAR**

Ceramics.....	43
Exploring Early Childhood.....	44
Numeracy.....	45
Photography, Video and Digital Imaging.....	46
Sport, Lifestyle and Recreation.....	47

## Principal's Message

Welcome to the start of your senior journey at Tenterfield High School! This booklet marks the first part of that journey and provides you with the detailed information about the requirements of the Higher School Certificate (HSC) and the subjects that we will be offering next year.

We are incredibly lucky at THS to be able to offer small class sizes and a very personalised experience to learning in Years 11 and 12. All students will be provided with individual support to ensure that they are choosing subjects which best suit their interests, ability, and future pathways.

NSW Education Standards Authority (NESA) has some excellent advice and I encourage you to consider the following points carefully when you are making your choices.

- Your aim is to attain the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.
- When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

(<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>)

It is also important that you seek the guidance of expert advice, and we encourage you to seek the support of our Careers Advisor, as well as individual teachers, if you have any questions about specific subjects or the requirements of the HSC. Each of you will meet individually with our Careers Advisor and the Deputy Principal to support you with your choices and ensure you have a proper understanding of the requirements of the HSC. Parents and carers will also be part of these interviews.

Good luck and we look forward to supporting you as much as possible in your final years at Tenterfield High School.

Stephanie Scott  
Principal, Tenterfield High School



---

## Information from NSW Education Standards Authority (NESA)

The following is the most important information about the HSC from NESA.

In addition to this you can visit the NESA website below:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home> for more details.

Please note that this information is up-to-date from the date of printing. More detailed information about assessment and reporting will be provided at the beginning of Year 11 and Year 12.

We also encourage you to ask our Careers Advisor or the Deputy Principal if you have any specific questions about the requirements of the HSC as well as your individual teachers for subject specific advice. Tenterfield High School has rigorous processes in place to ensure that all NESA requirements are being met for each student.

## The Higher School Certificate (HSC)

The Higher School Certificate is NSW's highest educational award for students who successfully complete their Year 11 and 12 studies. It is a recognised overseas credential and is a requirement for many forms of further study or employment.

## Eligibility for the HSC

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed in this booklet
- have a satisfactory record of attendance and application in each course
- satisfactorily undertake the school's assessment program in each course
- sit for and make a serious attempt at the required HSC exams
- complete a sufficient number of Stage 6 courses within 5 examination years
- meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course

---

## Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC.

## Preliminary Course

The Preliminary Course is studied in the first 3 terms of Year 11. You must satisfactorily complete at least 12 units of study.

## HSC Course

The HSC course is studied in the last term of Year 11 and three terms of Year 12. You must satisfactorily complete at least 10 units of study.

All subjects in the Preliminary and HSC course have a unit value. Most are 2 units. 1 unit = 60 hours per year and 2 units = 120 hours. Each unit is worth 50 marks.

### **Both the Preliminary and HSC pattern of study must include at least:**

- 6 units of Board Developed Courses (see below)
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects

### **Students in both the Preliminary and HSC course must also demonstrate they have:**

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

---

## Types of HSC Courses

**Board Developed Courses** are the large number of courses set and examined by NESA that also contribute to the calculation of the ATAR. There is a syllabus and support documents for each course. These can be found on the NESA website including:

- Course objectives, structure, content and outcomes,
- Specific course requirements,
- Assessment requirements, and
- Sample examination papers and marking guidelines.

**Board Endorsed or Content Endorsed Courses** (CEC) are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

**Special Education (Life Skills)** - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. Life Skills courses do not count towards the ATAR and are only available for identified students with Individualised Education Plans.

### **Vocational Education and Training (VET & EVET Courses) – Board Developed Courses**

VET courses can be studied either at school or through TAFE NSW or other training providers. You will need to check with our Careers Advisor about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR. This can be discussed with our Careers Advisor and Deputy Principal.

<https://www.tafensw.edu.au/study/types-courses/tvet#parents-caregivers>

## HSC Minimum Standards

You will need to meet a minimum standard of literacy and numeracy to receive your HSC. To show you meet the HSC minimum standard, you will need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Some students with a disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential. Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

---

## Australian Tertiary Admission Rank (ATAR)

- Is for students wishing to gain a place at a university
- Is a rank NOT a mark
- Provides information about how students perform overall in relation to other students
- Universities use the ATAR to help them to select students for entry into their courses in the first two years after completion of the HSC. If a student does not wish to enter university in the first two years after completing the Higher School Certificate, there is no need for an ATAR. It is also possible to gain entry to some universities via early admission schemes. Please see our Careers Advisor for more information about this. Students who are thinking about going to university should consult with the University Entry Requirements Booklet produced by the University Admission Centre (UAC) and their Careers Advisor

## Eligibility for an ATAR from 2025

To be eligible for an ATAR in NSW, students must satisfactorily complete at least 10 units of HSC Courses. These courses must include at least:

- 10 units of Board Developed courses - 2 units of which must be English
- three Board Developed courses of 2 units or greater
- four subject areas.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from the remaining units.

## Removal of ATAR course categories

From 2025, all courses with an HSC examination will be eligible for inclusion in the ATAR calculation. This means that any course offered by schools with an HSC exam can count towards the ATAR. Students who study English Studies, Mathematics Standard 1, and VET courses with an HSC exam, such as Primary Industries, Construction, and Hospitality, have the option to sit an exam that can count towards their ATAR. This change in categorisation is a university measure rather than a school-based or NESA policy.

## What this means

- Improvement in student choice, with more students able to select a course of study that recognises a breadth of applied and academic learning
- Strengthen the value and recognition of VET
- Reduce the barriers of HSC VET examination

## What does this mean for students?

Students can undertake English Studies, Mathematics Standard 1 AND pursue more VET pathways while having the option of an ATAR into university. The ATAR will continue to be calculated on 2 units of English, plus the 8 best units.

## Assessment and Reporting

School based assessment will count for 50% of your overall HSC mark and the HSC examination will count for the remaining 50%. VET courses are assessed on competencies in relation to work related tasks. These do not count towards your final HSC mark. At the beginning of both Year 11 and Year 12, students will be issued with a School Assessment booklet. This will include:

- a description of each task and its requirements
- how much each task is worth (its 'weighting')
- when it will be sat or when it is due
- how it will be marked

## Understanding HSC Pathways

While most students complete their HSC over two years during Years 11 and 12, there are other options. If you want to study while you work, care for your family or, for example, take part in elite sports or cultural activities, one of these five pathways may be suitable for you.

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

## STUDENT CAREER PATHWAY OPTIONS

# YEAR 11

### CONTINUE SCHOOL EDUCATION THROUGH TO THE HSC

#### Full time or Part time study

- Minimum—12 Units in Year 11; 10 Units in Year 12
- University vs TAFE vs Work
- NESA requirements
- VET courses
- Board Developed vs Board Endorsed Courses

[educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au)

### SCHOOL BASED TRAINEESHIP

#### Full time or Part time study

- Subjects count as a part of HSC units
- Subjects can be studied either at school or through TAFE or another RTO
- You must complete a minimum 100 days in the workplace
- Hours are paid at a training wage rate
- Might involve school holidays and one day per week work commitment
- Must be undertaking the Year 11 or HSC courses to qualify
- Certificate II/III qualifications that are nationally recognised
- There are a wide range of career areas where traineeships are available
- Students must be prepared to complete work missed whilst in the workplace

### TAFE

#### Study must be a minimum 25hrs/week if under the age of 17 years

- Know enrolment dates
- Many courses delivered on line
- Check the TAFE handbook and TAFE website (below) for courses and campuses
- Check course costs and eligibility for fee exemptions

[www.tafensw.edu.au/](http://www.tafensw.edu.au/)

### SCHOOL BASED APPRENTICESHIP (SBA)

#### Full time or Part time study

*As for School Based Traineeship with the exception;*

- There are less career areas available as SBAs compared to SBTs
- Students sign up for five years for a SBA compared to two years for a SBT

### APPRENTICESHIP OR TRAINEESHIP

#### Full time or Part time study

- Find an employer who wants an apprentice or trainee
- Make sure your resume is complete and up to date
- Regularly check the newspapers, online agencies and employment service providers eg; Joblink Plus for any advertised positions
- Consider the Defence Force Trade Scholarships
- Commence a TAFE course

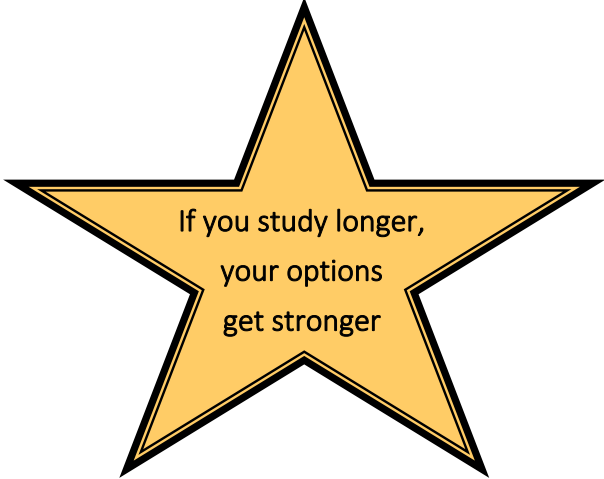
[www.australianapprenticeships.gov.au/](http://www.australianapprenticeships.gov.au/)

### WORK

#### Employment must be a minimum 25hrs/week if under the age of 17 years

- Make sure your resume is complete and up to date
- Complete the application form correctly
- Address selection criteria in a written application
- Practice your interview skills
- Complete any work experience & keep the evaluation sheets as references
- Will your present casual job convert to a full time position?
- Remember the first job is always the most difficult to secure.

<https://jobsearch.gov.au>



If you study longer,  
your options  
get stronger

<b>COURSE: Agriculture</b>	<b>Board Developed Course</b>
Contact: Head Teacher Science/TAS	
<p><b>What will I be doing in this course?</b>  Agriculture provides people with food, fibre, shelter and the possibility of diverse lifestyles. Agriculture is a composite of industries that produce both raw and value added materials from plants and animals. This course is designed to develop a better understanding of Agriculture as a business, understand the environmental issues caused by agricultural practices and solve problems related to agriculture.</p> <p>Students develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>▪ The interactions between the elements of Agriculture</li> <li>▪ The scientific principles that explain the process that take place when inputs are transformed into outputs</li> <li>▪ The relationship between production, processing and consumption</li> <li>▪ The welfare ethical and legal issues relating to animal research and environmental issues</li> </ul> <p>Agriculture caters for a diverse range of students and ability levels and has the facility to challenge dunes academically as well as providing them with a wide range of practical skills using relevant technologies associated with agriculture.</p>	
<b>YEAR 11 COURSE:</b>	
<ul style="list-style-type: none"> <li>▪ Overview of Australian agriculture</li> <li>▪ Farm case study</li> <li>▪ Plant production</li> <li>▪ Animal production</li> </ul>	
<b>YEAR 12 COURSE:</b>	
<p><b>Farm / Product Study</b>  <b>Animal / Plant Production</b></p> <p><b>One of the following electives</b></p> <ul style="list-style-type: none"> <li>▪ Agri-Food, Fibre and Fuel Technologies</li> <li>▪ Climate challenge</li> <li>▪ Farming for the 21st century</li> </ul>	

**COURSE: Ancient History****Board Developed  
Course**

Contact: Head Teacher English/HSIE/CAPA

**What will I be doing in this course?**

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

The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.

The study of Ancient History requires students to understand and use historical concepts and apply skills in their investigation of the ancient world. It draws upon the methods used by historians and archaeologists to investigate sources from the past, and to communicate their findings and interpretations. In Ancient History, students engage with a range of sources, both physical and written. They are introduced to the complexities of reconstructing aspects of the past, often using fragmentary evidence from a range of literary, documentary and archaeological sources. Students are encouraged to develop their own interpretations and to compare these with those offered in published works.

**YEAR 11 COURSE:**

The course comprises a study of:

- Investigating Ancient History
  - The Nature of Ancient History
  - Case studies
    - ONE case study **must** be from Egypt, Greece, Rome or Celtic Europe.
    - ONE case study **must** be from Australia, Asia, the Near East, Asia or the Americas
- Features of Ancient Societies
- Historical Investigation

**YEAR 12 COURSE:**

The course comprises a study of:

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (Roman study)
- Ancient Societies
- Personalities in their Times
- Historical Periods

The course requires study from at least TWO of the following areas: Egypt, Near East, China, Greece, Rome.

**COURSE: Business Studies****Board Developed  
Course**

Contact: Head Teacher English/HSIE/CAPA

**What will I be doing in this course?**

Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life.

As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies, the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment. 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. Students also investigate business planning and use a range of information to assess and evaluate business performance. The role of incentives, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.

By completing this course students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity. 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. In addition, a significant feature of Business Studies is its relevance to the full range of HSC students, as it provides useful knowledge and competencies for life.

**YEAR 11 COURSE:**

Preliminary course structure (120 indicative hours)

Topic	Indicative hours	% of course time
Nature of business	24	20
Business management	48	40
Business planning	48	40

**YEAR 12 COURSE:**

HSC course structure (120 indicative hours)

Topic	Indicative hours	% of course time
Operations	30	25
Marketing	30	25
Finance	30	25
Human resources	30	25

The ordering of the topics in the Preliminary and Higher School Certificate courses is not prescriptive and in practice may be influenced by students' needs, interests and access to case studies and other resources.

**COURSE: Biology****Board Developed  
Course**

Contact: Head Teacher Science/TAS

**What will I be doing in this course?**

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

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

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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

**YEAR 11 COURSE:**

The Year 11 course consists of four modules:

**Module 1** Cells as the Basis of Life

**Module 2** Organisation of Living Things

**Module 3** Biological Diversity

**Module 4** Ecosystem Dynamics

**YEAR 12 COURSE:**

The Year 12 course consists of four modules:

**Module 5** Heredity

**Module 6** Genetic Change

**Module 7** Infectious Disease

**Module 8** Non-infectious Disease and Disorders

COURSE: Chemistry	Board Developed Course
Contact: Head Teacher Science/TAS	
<p><b>What will I be doing in this course?</b></p> <p>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.</p> <p>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.</p> <p>Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students, may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p>	
<b>YEAR 11 COURSE:</b>	
<p>The Year 11 course consists of four modules:</p> <p><b>Module 1</b> Properties and Structure of Matter  <b>Module 2</b> Introduction to Quantitative Chemistry  <b>Module 3</b> Reactive Chemistry  <b>Module 4</b> Drivers of Reactions</p>	
<b>YEAR 12 COURSE:</b>	
<p>The Year 12 course consists of four modules:</p> <p><b>Module 5</b> Equilibrium and Acid Reactions  <b>Module 6</b> Acid/base Reactions  <b>Module 7</b> Organic Chemistry  <b>Module 8</b> Applying Chemical Ideas</p>	

<b>COURSE: Community and Family Studies</b>	<b>Board Developed Course</b>
Contact: Head Teacher Mathematics/PDHPE	
<p><b>What will I be doing in this course?</b>  Community and family studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>	
<b>YEAR 11 COURSE:</b>	
<p><b>Resource Management</b></p> <ul style="list-style-type: none"> <li>▪ Basic concepts of resource management 20%</li> </ul> <p><b>Individuals and Groups</b></p> <ul style="list-style-type: none"> <li>▪ The individual's roles, relationships and tasks within and between groups 40%</li> </ul> <p><b>Families and Communities</b></p> <ul style="list-style-type: none"> <li>▪ Family structures and functions, and the interaction between family and community 40%</li> </ul>	
<b>YEAR 12 COURSE:</b>	
<p><b>Research Methodology</b></p> <ul style="list-style-type: none"> <li>▪ Research methodology and skills culminating in the production of an Independent Research Project 25%</li> </ul> <p><b>Groups in Context</b></p> <ul style="list-style-type: none"> <li>▪ The characteristics and needs of specific community groups 25%</li> </ul> <p><b>Parenting and Caring</b></p> <ul style="list-style-type: none"> <li>▪ Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society 25%</li> </ul> <p>Select ONE of the following HSC Modules:</p> <p><b>Family and Societal Interaction</b></p> <ul style="list-style-type: none"> <li>▪ Government and community structures that support and protect family members throughout their lifespan 25%</li> </ul> <p><b>Social Impact of Technology</b></p> <ul style="list-style-type: none"> <li>▪ The impact of evolving technologies on individuals and lifestyle 25%</li> </ul> <p><b>Individuals and Work</b></p> <ul style="list-style-type: none"> <li>▪ Contemporary issues confronting individuals as they manage roles within both their family and work environments 25%</li> </ul>	

<b>COURSE: Design and Technology</b>	<b>Board Developed Course</b>
<b>Students are responsible for covering the expenses related to their HSC major works.</b>	
Contact: Head Teacher Science/TAS	
<p><b>What will I be doing in this course?</b>  Students study design process, design theory and factors in relation to design projects.</p> <p>In the Year 11 course, students study designing and producing, which includes the completion of at least two design projects.</p> <p>In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of innovation. They also study designing and producing, which includes the completion of a Major Design Project.</p>	
<b>YEAR 11 COURSE:</b>	
Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.	
<b>YEAR 12 COURSE:</b>	
Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project portfolio addresses 3 Key areas: project proposal and management, project development and realisation, and project evaluation.	

**COURSE: Drama****Board Developed  
Course**

Contact: Head Teacher English/HSIE/CAPA

**What will I be doing in this course?**

Drama is an art form that explores the world through enactment. It is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. Drama is an important means of understanding, constructing, appreciating and communicating social and cultural values; interpreting, valuing and transmitting the past and traditions; exploring, celebrating and challenging the present and imagining the future.

In Drama, students can investigate, shape, and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. By studying this major art form students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. In the critical study of drama and theatre students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. They develop an understanding of the cultural traditions and social contexts of drama and theatre.

**YEAR 11 COURSE:**

Topic	Indicative hours
Improvising, Playbuilding, Acting	40
Elements of Production in Performance	40
Theatrical Traditions and Performance Styles	40

The components in the Preliminary course are interrelated and are taught in an integrated program of study.

**YEAR 12 COURSE:**

Topic	Indicative hours
Australian Drama and Theatre (Core)	30
Studies in Drama and Theatre	30
Group Performance (Core)	30
Individual Project	30

For the individual project, students initiate and present from ONE of the following forms:

- Critical Analysis
- Design
- Performance
- Scriptwriting
- Video Drama.

**COURSE: Earth and Environmental Science****Board Developed  
Course**

Contact: Head Teacher Science/TAS

**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 that occur and includes the study of human impact on the Earth's resources and its surface.

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

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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

**YEAR 11 COURSE:**

The Year 11 course consists of four modules:

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

**YEAR 12 COURSE:**

The Year 12 course consists of four modules:

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

**COURSE: English Advanced****Board Developed  
Course**

Contact: Head Teacher English/HSIE/CAPA

**What will I be doing in this course?**

**English Advanced** is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

For the **Year 12 English Advanced** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete Texts and human experiences as the first unit of work
- complete Textual conversations, Critical study of literature and The craft of writing

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

- 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
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

**YEAR 11 COURSE:**

<b>Reading to Write – Transition to English Advanced</b>	<b>40 Hours</b>
<b>Narratives that Shape our World</b>	<b>40 Hours</b>
<b>Critical Study of Literature</b>	<b>40 Hours</b>

There are no prescribed texts for Year 11

Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

The Year 11 course requires students to support their study of texts with their own wide reading.

**YEAR 12 COURSE:**

<b>Texts and Human Experiences</b>	<b>30 Hours</b>
<b>Textual Conversations</b>	<b>30 Hours</b>
<b>Critical Study of Literature</b>	<b>30 Hours</b>
<b>The Craft of Writing</b>	<b>30 Hours</b>

Students are required to closely study **four prescribed texts**, with at least ONE drawn from each of the following categories:

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

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

<b>COURSE: English Extension 1 (1 Unit)</b>	<b>Board Developed Course</b>				
Contact: Head Teacher English/HSIE/CAPA					
<p><b>What will I be doing in this course?</b></p> <p><b>English Extension 1</b> is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.</p> <p>For the <b>Year 12 English Extension 1</b> course students are required to:</p> <ul style="list-style-type: none"> <li>▪ complete the Year 11 English Extension course as a prerequisite</li> <li>▪ complete 60 indicative hours</li> <li>▪ undertake the study of ONE elective option</li> </ul>					
<b>YEAR 11 COURSE:</b>					
<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><b>Texts, Culture and Value</b></td> <td style="text-align: right;"><b>40 Hours</b></td> </tr> <tr> <td><b>Related research project</b></td> <td style="text-align: right;"><b>20 Hours</b></td> </tr> </table> <p>(This project may be undertaken concurrently)</p> <p>Teachers prescribe ONE text from the past and its manifestations in one or more recent contexts</p> <p>Students select ONE text and its manifestations in one or more recent contexts. Students research a range of texts as part of their Related research project.</p>		<b>Texts, Culture and Value</b>	<b>40 Hours</b>	<b>Related research project</b>	<b>20 Hours</b>
<b>Texts, Culture and Value</b>	<b>40 Hours</b>				
<b>Related research project</b>	<b>20 Hours</b>				
<b>YEAR 12 COURSE:</b>					
<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><b>Literary Worlds</b></td> <td style="text-align: right;"><b>60 Hours</b></td> </tr> </table> <p><b>ONE elective option:</b></p> <p>Elective 1: Confessional worlds  Elective 2: Historical worlds  Elective 3: Hybrid worlds  Elective 4: Natural worlds  Elective 5: Shakespearean worlds</p> <p>Each elective in this module involves the study of THREE texts from the prescribed list, with at least two extended print texts. Students are also required to study ONE related text of their own choosing.</p>		<b>Literary Worlds</b>	<b>60 Hours</b>		
<b>Literary Worlds</b>	<b>60 Hours</b>				



**COURSE: English Standard****Board Developed  
Course**

Contact: Head Teacher English/HSIE/CAPA

**What will I be doing in this course?**

**English Standard** is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

For the **Year 12 English Standard** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete Texts and Human Experiences as the first unit of work
- complete Language, identity and culture, Close study of literature and The craft of writing

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

- texts which are widely regarded as quality literature, including a range of literary text 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
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

**YEAR 11 COURSE:**

<b>Reading to Write: Transition to English Standard</b>	<b>40 Hours</b>
<b>Contemporary Possibilities</b>	<b>40 Hours</b>
<b>Close Study of Literature</b>	<b>40 Hours</b>

There are no prescribed texts for Year 11.

Students are required to study ONE complex multimodal or digital text in Contemporary Possibilities. This may include the study of film.

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

**YEAR 12 COURSE:**

<b>Texts and Human Experiences</b>	<b>30 Hours</b>
<b>Language, Identity and Culture</b>	<b>30 Hours</b>
<b>Close Study of Literature</b>	<b>30 Hours</b>
<b>The Craft of Writing</b>	<b>30 Hours</b>

Students are required to closely study **three types of prescribed texts**, with ONE drawn from each of the following categories:

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

The selection of texts for The Craft of Writing does not contribute to the required pattern of prescribed texts for the course.

<b>COURSE: English Studies</b>	<b>Board Developed Course</b>
Contact: Head Teacher English/HSIE/CAPA	<b>Exam Optional</b>
<p><b>What will I be doing in this course?</b></p> <p><b>English Studies</b> is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.</p> <p>For the <b>English Studies Year 12</b> course, students are required to:</p> <ul style="list-style-type: none"> <li>▪ complete the Year 11 course as a prerequisite</li> <li>▪ complete 120 indicative hours</li> <li>▪ complete Narrative and human experiences, Writing for purpose and an additional 2 elective focus areas</li> </ul>	
<b>YEAR 11 COURSE:</b>	
<b>Reading to Write: Transition to English Studies</b>	<b>30-40 hours</b>
<b>An additional 2–3 elective focus areas</b>	<b>20-40 hours each</b>
<p>There are no prescribed texts for Year 11</p> <p>Students are required to study ONE substantial multimodal text, which could be film or media.</p> <p>Students are required to study ONE substantial print text, which could be prose fiction, nonfiction, poetry or drama.</p>	
<b>YEAR 12 COURSE:</b>	
<b>Narrative and human experiences</b>	<b>35 hours</b>
<b>Writing for purpose</b>	<b>35 hours</b>
<b>2 elective focus areas</b>	<b>50 hours</b>
<p>Students are required to study a wide range of texts, with ONE substantial text from the following categories:</p> <ul style="list-style-type: none"> <li>▪ print text, which could be prose fiction, nonfiction, poetry or drama</li> <li>▪ multimodal text, which could be film or media</li> </ul> <p>For Narrative and human experiences, students study ONE text from the prescribed list. For Writing for purpose, students study at least FOUR short texts from the prescribed list.</p> <p><b>Elective focus areas:</b> (Year 11 or Year 12)</p> <ul style="list-style-type: none"> <li>▪ Elective A: Voices of Australia</li> <li>▪ Elective B: Media and Influence</li> <li>▪ Elective C: On the road</li> <li>▪ Elective D: Playing the game</li> <li>▪ Elective E: Lyrical voices</li> <li>▪ Elective F: Everyday heroes</li> <li>▪ Elective G: Part of a family</li> <li>▪ Elective H: Uncovering the truth</li> <li>▪ Elective I: The big screen</li> <li>▪ Elective J: Representing the past</li> <li>▪ Elective K: Achieving through English – English in education, work and community</li> </ul>	

<b>COURSE: Food Technology</b>	<b>Board Developed Course</b>
Contact: Head Teacher Science/TAS	
<p><b>What will I be doing in this course?</b>  Food Technology will enable students to develop an understanding of nutrition, diet and health in Australia, food availability and selection. Students will also investigate the Australian Food Industry, the production, processing, packaging, storage and distribution of food and the marketing of food products. Practical skills in developing, experimenting, planning, preparing and presenting food are integrated throughout the course.</p>	
<b>YEAR 11 COURSE:</b>	
<p><b>Food Availability and Selection (30%)</b></p> <ul style="list-style-type: none"> <li>▪ Influences on food availability</li> <li>▪ Factors affecting food selection</li> </ul> <p><b>Food Quality (40%)</b></p> <ul style="list-style-type: none"> <li>▪ Safe storage of food</li> <li>▪ Safe preparation and presentation of food</li> <li>▪ Sensory characteristics of food</li> <li>▪ Functional properties of food</li> </ul> <p><b>Nutrition (30%)</b></p> <ul style="list-style-type: none"> <li>▪ Food nutrients</li> <li>▪ Diets for optimum nutrition</li> </ul>	
<b>YEAR 12 COURSE:</b>	
<p><b>The Australian Food Industry (25%)</b></p> <ul style="list-style-type: none"> <li>▪ Sectors of the Australian food industry</li> <li>▪ Aspects of the Australian food industry</li> <li>▪ Policy and legislation</li> </ul> <p><b>Food Manufacture (25%)</b></p> <ul style="list-style-type: none"> <li>▪ Production, processing, preservation, packaging storage and distribution of food</li> </ul> <p><b>Food product development (25%)</b></p> <ul style="list-style-type: none"> <li>▪ Processes involved in food product development</li> </ul> <p><b>Contemporary Nutrition Issues (25%)</b></p> <ul style="list-style-type: none"> <li>▪ Diet &amp; health in Australia</li> <li>▪ Influences on nutritional status</li> </ul>	

**COURSE: Industrial Technology  
– Metals and Engineering Technologies**

**Board Developed  
Course**

**Students are responsible for covering the expenses related to their HSC major works.**

Contact: Head Teacher Science /TAS

**What will I be doing in this course?**

In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

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

There is a 1.5 hour HSC examination for this subject.

**YEAR 11 COURSE:**

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

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

**YEAR 12 COURSE:**

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

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

**COURSE: Industrial Technology Wood  
– Timber Products and Furniture Technologies**

**Board Developed  
Course**

**Students are responsible for covering the expenses related to their HSC major works.**

Contact: Head Teacher Science /TAS

**What will I be doing in this course?**

In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

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

There is a 1.5 hour HSC examination for this subject.

**YEAR 11 COURSE:**

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

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

**YEAR 12 COURSE:**

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

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

<b>COURSE: Investigating Science</b>	<b>Board Developed Course</b>
Contact: Head Teacher Science/TAS	
<p><b>What will I be doing in this course?</b></p> <p>The Investigating Science Stage 6 course may be studied in combination with any other science courses, or as a stand-alone course.</p> <p>Course Description</p> <p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.</p> <p>Students must complete 30 hours of Depth Study in both Year 11 and 12.</p>	
<b>YEAR 11 COURSE:</b>	
<p>The Year 11 course consists of four modules:</p> <p><b>Module 1</b> Cause and Effect – Observing  <b>Module 2</b> Cause and Effect – Inferences and Generalisations  <b>Module 3</b> Scientific Models  <b>Module 4</b> Theories and Laws</p>	
<b>YEAR 12 COURSE:</b>	
<p>The Year 12 course consists of four modules:</p> <p><b>Module 5</b> Scientific Investigations  <b>Module 6</b> Technologies  <b>Module 7</b> Fact or Fallacy?  <b>Module 8</b> Science and Society</p>	

**COURSE: Legal Studies****Board Endorsed  
Course**

Contact: Head Teacher English/HSIE/CAPA

**What will I be doing in this course?**

Our society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students of Legal Studies Stage 6 will develop an understanding of legal concepts and the way the law functions in our society.

The course focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.

Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all.

The Legal Studies Stage 6 course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.

**YEAR 11 COURSE:**

Preliminary course structure (120 indicative hours)

Topic	Indicative Hours	% of course time
Part 1: The Legal System	48	40
Part 2: The Individual and the Law	36	30
Part 3: Law in Practice	36	30

**YEAR 12 COURSE:**

HSC Course Structure (120 indicative hours)

Topic	Indicative Hours	% of course time
Part 1 of core: Crime	36	30
Part 2 of core: Human Rights	24	20
Option 1	30	25
Option 2	30	25

Options are chosen from the following at the discretion of the teacher: Consumers, Global Environmental Protection, Family, Indigenous People, Shelter, Workplace, and World Order.

**COURSE: Mathematics Advanced****Board Developed  
Course**

Contact: Head Teacher Mathematics/PDHPE

**What will I be doing in this course?**

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

Mathematics Advanced consists of the courses Mathematics Advanced Year 11 and Mathematics Advanced Year 12. Students must study both Mathematics Advanced Year 11 and Mathematics Extension 1 Year 11 courses before they can study Year 12 Mathematics Extension courses.

All students studying the Mathematics Advanced course will sit for an HSC examination. Through the study of Mathematics Advanced 11–12, students:

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

**YEAR 11 COURSE:**

- **Topic: Functions**
  - Working with Functions
  - Graph Transformations
- **Topic: Trigonometric Functions**
  - Trigonometry and Measure of Angles
  - Trigonometric Identities and Equations
- **Topic: Calculus**
  - Introduction to Differentiation
- **Topic: Exponential & Logarithmic Functions**
  - Logarithms & Exponentials Functions
- **Topic: Statistical Analysis**
  - Probability and Data

**YEAR 12 COURSE:**

- **Topic: Functions**
  - Further Graph Transformation and Modelling
- **Topic: Calculus**
  - Differential Calculus
  - Integral Calculus
  - Applications of Calculus
- **Topic: Sequence and Series**
  - Sequence and Series
- **Topic: Financial Mathematics**
  - Financial Mathematics
- **Topic: Statistical Analysis**
  - Random Variables

<b>COURSE: Mathematics Extension 1 (1 Unit)</b>	<b>Board Developed Course</b>
Contact: Head Teacher Mathematics/PDHPE	
<p><b>What will I be doing in this course?</b></p> <p>Mathematics Extension 1 focuses on the development of students mathematical arguments and proofs, and use of mathematical models. The course allows students to develop a thorough knowledge and understanding of and competence in further aspects of mathematics as an extension of the Mathematics Advanced 11–12 course.</p> <p>Mathematics Extension 1 consists of the courses Mathematics Extension 1 Year 11 and Mathematics Extension 1 Year 12. Students studying one or both Extension 1 and 2 courses must study both Mathematics Advanced Year 11 and Mathematics Extension 1 Year 11 courses before undertaking the study of Mathematics Extension 1 Year 12, or both Mathematics Extension 1 Year 12 and Mathematics Extension 2 Year 12.</p> <p>All students studying the Mathematics Extension 1 course will sit for an HSC examination. Through the study of Mathematics Extension 1, students:</p> <ul style="list-style-type: none"> <li>▪ develop thorough knowledge, understanding and skills in Working mathematically and in communicating concisely and precisely</li> <li>▪ develop rigorous mathematical arguments and proofs, and use mathematical models extensively</li> <li>▪ develop awareness of the interconnected nature of mathematics, its beauty and its functionality</li> <li>▪ gain an appropriate mathematical background for future pathways that may involve mathematics and its applications.</li> </ul>	
<b>YEAR 11 COURSE:</b>	
<ul style="list-style-type: none"> <li>▪ <b>Topic: Functions</b> <ul style="list-style-type: none"> <li>- Further work with Functions</li> <li>- Polynomials</li> </ul> </li> <li>▪ <b>Topic: Trigonometric Functions</b> <ul style="list-style-type: none"> <li>- Further Trigonometry</li> </ul> </li> <li>▪ <b>Topic: Combinatorics</b> <ul style="list-style-type: none"> <li>- Permutation and Combination</li> <li>- The Binomial Theorem</li> </ul> </li> </ul>	
<b>YEAR 12 COURSE:</b>	
<ul style="list-style-type: none"> <li>▪ <b>Topic: Proof</b> <ul style="list-style-type: none"> <li>- Proof by Mathematics Induction</li> </ul> </li> <li>▪ <b>Topic: Vectors</b> <ul style="list-style-type: none"> <li>- Introduction to Vectors</li> </ul> </li> <li>▪ <b>Topic: Trigonometric Functions</b> <ul style="list-style-type: none"> <li>- Inverse Trigonometric Functions</li> </ul> </li> <li>▪ <b>Topic: Calculus</b> <ul style="list-style-type: none"> <li>- Further Calculus Skills</li> <li>- Further Applications of Calculus</li> </ul> </li> <li>▪ <b>Topic: Statistical Analysis</b> <ul style="list-style-type: none"> <li>- The Binomial Distribution and Sampling Distribution of the Mean</li> </ul> </li> </ul>	

Contact: Head Teacher Mathematics/PDHPE

**What will I be doing in this course?**

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

Mathematics Extension 2 is a Year 12-only course. Students studying the Mathematics Extension 2 Year 12 course must:

- have studied the Mathematics Advanced and the Mathematics Extension 1 Year 11 courses
- study the Mathematics Advanced Year 12 and Mathematics Extension 1 Year 12 courses concurrently with Mathematics Extension 2 Year 12.

All students studying the Mathematics Extension 2 will sit for an HSC examination.

Through the study of Mathematics Extension 2, students:

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

**YEAR 12 COURSE:**

- **Topic: Proof**
  - The Nature of Proof
- **Topic: Vectors**
  - Further Work with Vectors
- **Topic: Complex Numbers**
  - Introduction to Complex Numbers
- **Topic: Calculus**
  - Further Integration
- **Topic: Mechanics**
  - Applications of Calculus to Mechanics

Contact: Head Teacher Mathematics/PDHPE

**What will I be doing in this course?**

Mathematics Standard 11–12 focuses on enabling students to use mathematics to make informed decisions in their daily lives. Students develop understanding and competence through real-world applications of mathematics.

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

Mathematics Standard 2 provides a pathway for students to extend their mathematical thinking by examining more complex content, and through applications and modelling.

All students studying the Mathematics Standard 2 course will sit for an HSC examination.

Through the study of Mathematics Standard 2, students:

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

**YEAR 11 COURSE:**

- **Topic: Algebra**
  - Formulae and Equations
  - Linear Relationships
- **Topic: Measurement**
  - Applications of Measurement
  - Time and Location
- **Topic: Networks**
  - Networks, Paths and Trees
- **Topic: Financial Mathematics**
  - Earning Money
  - Managing Money
- **Topic: Statistical Analysis**
  - Data Analysis

**YEAR 12 COURSE:**

- **Topic: Algebra**
  - Algebraic Relationships
- **Topic: Measurement**
  - Trigonometry
  - Ratios and Rates
- **Topic: Financial Mathematics**
  - Investments and Loans
  - Annuities
- **Topic: Statistics**
  - Bivariate Data Analysis
  - Relative Frequency and Probability
  - The Normal Distribution
- **Topic: Networks**
  - Network Flows
  - Critical Path Analysis

<b>COURSE: Mathematics Standard 1</b>	<b>Board Developed Course</b>
Contact: Head Teacher Mathematics/PDHPE	<b>Exam Optional</b>
<p><b>What will I be doing in this course?</b></p> <p>The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course. Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination.</p> <p>Mathematics Standard 1 provides opportunities for students to build confidence and make mathematics meaningful. Students develop their mathematical knowledge and understanding through applying and modelling to prepare for post-school employment or further training.</p> <p>Through the study of Mathematics Standard 1, students:</p> <ul style="list-style-type: none"> <li>▪ develop their knowledge, understanding and skills in Working mathematically and in communicating concisely and systematically</li> <li>▪ consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling and use these models to solve problems related to their present and future needs</li> <li>▪ gain an appropriate mathematical background for post-school employment or further training.</li> </ul>	
<b>YEAR 11 COURSE:</b>	
<ul style="list-style-type: none"> <li>▪ <b>Topic: Algebra</b> <ul style="list-style-type: none"> <li>- Formulae and Equations</li> <li>- Linear Relationships</li> </ul> </li> <li>▪ <b>Topic: Measurement</b> <ul style="list-style-type: none"> <li>- Applications of Measurement</li> <li>- Time and Location</li> </ul> </li> <li>▪ <b>Topic: Networks</b> <ul style="list-style-type: none"> <li>- Networks, Paths and Trees</li> </ul> </li> <li>▪ <b>Topic: Financial Mathematics</b> <ul style="list-style-type: none"> <li>- Earning Money</li> <li>- Managing Money</li> </ul> </li> <li>▪ <b>Topic: Statistical Analysis</b> <ul style="list-style-type: none"> <li>Data Analysis</li> </ul> </li> </ul>	
<b>YEAR 12 COURSE:</b>	
<ul style="list-style-type: none"> <li>▪ <b>Topic: Algebra</b> <ul style="list-style-type: none"> <li>- Algebraic Relationships</li> </ul> </li> <li>▪ <b>Topic: Measurement</b> <ul style="list-style-type: none"> <li>- Right-angled Triangles</li> <li>- Ratios and Rates</li> </ul> </li> <li>▪ <b>Topic: Financial Mathematics</b> <ul style="list-style-type: none"> <li>- Investments</li> <li>- Depreciation &amp; Loans</li> </ul> </li> <li>▪ <b>Topic: Statistics</b> <ul style="list-style-type: none"> <li>- Bivariate Data Analysis</li> <li>- Relative Frequency and Probability</li> </ul> </li> </ul>	

**COURSE: Modern History****Board Developed  
Course**

Contact: Head Teacher English/HSIE/CAPA

**What will I be doing in this course?**

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically, and socially. Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world. Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.

The study of Modern History requires students to understand and use historical concepts and apply skills in their investigation of people, ideas, movements, events and developments of the modern world within personal, local, national, regional and global contexts. Students are introduced to the complexities associated with the changing nature of sources, their expanding quantity, range and form, and the distinctive characteristics of modern historical representation.

Students are encouraged to interpret sources for evidence, establish which evidence is relevant to an inquiry, and use evidence to construct and analyse historical accounts.

Modern History provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies. It enables students to acquire knowledge and to understand how knowledge is constructed. Modern History provides opportunities for students to explore historical problems, to pose questions and to consider problems of evidence, causation and historical agency as part of the historical inquiry process, using the information technology available to them.

**YEAR 11 COURSE:**

The course comprises a study of:

- Investigating Modern History
  - The Nature of Modern History
  - Case studies
    - ONE case study **must** be from Europe, North America or Australia.
    - ONE case study **must** be from Asia, the Pacific, Africa, the Middle East or Central/South America.
- Historical Investigation
- The Shaping of the Modern World

**YEAR 12 COURSE:**

The course comprises a study of:

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

**Students are required to study at least ONE non-European/Western topic, selected from the following list:**

<b>COURSE: Music</b>	<b>Board Developed Course</b>
Contact: Head Teacher English/HSIE/CAPA	
<p><b>What will I be doing in this course?</b></p> <p>In the Year 11 and Higher School Certificate courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>	
<b>YEAR 11 COURSE:</b>	
<p>Students will study THREE topics from a list of 21 topics that cover a range of styles, periods and genres.</p> <p>Students will have core studies in performance, composition, musicology and aural.</p> <p>The following components and weightings for Year 11 are mandatory.</p> <p><b>Component</b></p> <ul style="list-style-type: none"> <li>▪ Performance 25%</li> <li>▪ Composition 25%</li> <li>▪ Musicology 25%</li> <li>▪ Aural 25%</li> </ul>	
<b>YEAR 12 COURSE:</b>	
<p>Students will study THREE topics from a list of 21 topics that cover a range of styles, periods and genres. These topics will be different from the topics studied in the Year 11 Course. Students will have core studies in performance, composition, musicology and aural. In addition to their core studies, students select THREE electives from any combination of performance, composition and musicology.</p> <p><b>Component</b></p> <ul style="list-style-type: none"> <li>▪ Performance 10%</li> <li>▪ Composition 10%</li> <li>▪ Musicology 10%</li> <li>▪ Aural 25%</li> <li>▪ Electives 45%</li> </ul>	

## COURSE: Health and Movement Science

Board Developed  
Courses

Contact: Head Teacher Mathematics/PDHPE

### What will I be doing this course?

The course investigates the health of Australians and the 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 aims to develop the capacity to think and act critically to make informed decisions that contribute to healthy and active lifestyles for individuals and communities.

### What should I be able to do at the end of the course?

- Understand personal and community health issues
- Understand basic anatomy and physiology
- Have skills in analysis and in the development of personal health
- Be aware of the importance of self-confidence, physical wellbeing, self-esteem, social and physical motor skills, decision making and developing socially positive attitudes and beliefs.

### How will this course help me in the future?

The course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, nursing, allied health professions, sports coaching, or physical education teaching.

## YEAR 11 COURSE: 4 Mandatory Components

**Health for individuals and communities** explores the meanings of health from different viewpoints, the determinants that influence health and the indicators used to measure and evaluate health status.

**The body and mind in motion** investigates how body systems influence and respond to movement and understand the interrelationships between these systems for efficient movement.

**Collaborative Investigation** task provides students with the opportunity to work collaboratively on an agreed topic, aligned with the content and concepts explored through course work.

**Depth studies** provide students with opportunities to develop, consolidate or apply a depth of understanding of health and movement concepts.

## YEAR 12 COURSE: 3 Mandatory Components

**Health in an Australian and global context** explores how healthy Australians are, investigate the healthcare system in Australia and the actions needed to promote and improve the health of Australians.

**Training for improved performance** investigates personalised exercise assessment and prescription, various training types and methods, training plans and programs, biomechanics, injury prevention, technology, and nutrition.

**Depth studies** provide students with opportunities to develop, consolidate or apply a depth of understanding of health and movement concepts.

<b>COURSE: Physics</b>	<b>Board Developed Course</b>
Contact: Head Teacher Science/TAS	
<p><b>What will I be doing in this course?</b></p> <p>The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.</p> <p>Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students, may undertake an investigation/activity that allows for the further development of one or more scientific subjects.</p>	
<b>YEAR 11 COURSE:</b>	
<p>The Year 11 course consists of four modules:</p> <p><b>Module 1</b> Kinematics  <b>Module 2</b> Dynamics  <b>Module 3</b> Waves and Thermodynamics  <b>Module 4</b> Electricity and Magnetism</p>	
<b>YEAR 12 COURSE:</b>	
<p>The Year 12 course consists of four modules:</p> <p><b>Module 5</b> Advanced Mechanics  <b>Module 6</b> Electromagnetism  <b>Module 7</b> The Nature of Light  <b>Module 8</b> From the Universe to the Atom</p>	

<b>COURSE: Visual Arts</b>	<b>Board Developed Course</b>
<b>Students are responsible for covering the expenses related to their HSC major works.</b>	
Contact: Head Teacher English/HSIE/CAPA	
<p><b>What will I be doing in this course?</b></p> <p><b>Year 11 Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>▪ The nature of practice in artmaking, art criticism and art history through different investigations</li> <li>▪ The role and function of artists, artworks, the world and audiences in the artworld</li> <li>▪ The different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>▪ How students may develop meaning and focus and interest in their work</li> <li>▪ Building understandings over time through various investigations and working in different forms</li> </ul> <p><b>HSC Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>▪ How students may develop their practice in artmaking, art criticism, and art history</li> <li>▪ How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>▪ How students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>▪ How students may further develop meaning and focus in their work</li> </ul> <p>Expressive Forms that can be investigated in both the Preliminary and HSC courses: Painting, Drawing, Film, Sculpture, Printmaking, Ceramics, Photography and Digital Media, Fibre, Graphic Design</p>	
<b>YEAR 11 COURSE:</b>	
<ul style="list-style-type: none"> <li>▪ Artworks in at least two expressive forms and use of a process diary</li> <li>▪ A broad investigation of ideas in art making, art criticism and art history</li> <li>▪ Undertake 4-5 Case Studies</li> </ul>	
<b>YEAR 12 COURSE:</b>	
<p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> <li>▪ Development of a body of work and use of a process diary</li> <li>▪ A minimum of five Case Studies (4–10 hours each)</li> <li>▪ Deeper and more complex investigations in art making, art criticism and art history.</li> </ul>	

## 2026 Construction Course Descriptor

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

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

**Course: Construction**

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

**HSC credit – 4 units**

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

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.

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

**Transferrable industry skills gained in this course**

- risk management
- time management
- basic emergency response
- communication
- problem solving
- decision making

**Examples of occupations in the construction industry**

- carpentry
- joinery
- bricklaying
- builder's labourer

**VET requirements****Competency-Based Assessment**

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

**Appeals and Complaints**

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

**HSC requirements****Mandatory course requirements**

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

**External Assessment (optional HSC examination for ATAR purposes)**

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

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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

## 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.*

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

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

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

#### Transferrable industry skills gained in this course

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• customer service skills</li> <li>• teamwork</li> <li>• organisational skills</li> </ul> | <ul style="list-style-type: none"> <li>• adaptability</li> <li>• critical thinking</li> <li>• problem solving</li> </ul> |
|--|--|

#### Examples of occupations in the hospitality industry

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• food and beverage attendant</li> <li>• espresso coffee machine operator</li> </ul> | <ul style="list-style-type: none"> <li>• restaurant host/hostess</li> <li>• receptionist</li> </ul> | <ul style="list-style-type: none"> <li>• function attendant</li> <li>• barista and café service</li> </ul> |
|---|---|--|

#### 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.

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>

## 2026 Primary Industries Course Descriptor

### AHC20122 Certificate II in Agriculture

*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: Primary Industries**

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

**HSC credit – 4 units**

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

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of AHC20122 Certificate II in Agriculture <https://training.gov.au/Training/Details/AHC20122> You will be expected to complete all requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification you must achieve 16 units of competency. To meet NESA's indicative hours 17 units of study may be required. 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**

- risk management
- time management
- basic emergency response
- communication
- problem solving
- decision making

**Examples of occupations in the agriculture industry**

- farm or station hand/labourer
- shearing hand
- nursery assistant
- livestock worker

**VET requirements****Competency-Based Assessment**

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

**Appeals and Complaints**

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

**HSC requirements****Mandatory course requirements**

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

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**Exclusions:** In this Framework, students can only undertake the Primary Industries (120 indicative hours) course or the Primary Industries (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>

<b>COURSE: Ceramics</b>	<b>Board Endorsed Courses</b>
<b>Students are responsible for covering the expenses related to their HSC major works.</b>	<b>NO ATAR</b>
Contact: Head Teacher English/HSIE/CAPA	
<p><b>What will I be doing in this course?</b></p> <p>Ceramics Stage 6 Content Endorsed Course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.</p> <p>Students of ceramics will plan and organising activities in their making and critical and historical studies. Students will learn to plan courses of action in the development of their works, for example, preparing clays for the use in the making of slab pots, organising a working space to use different tools and equipment effectively.</p> <p>Students will make judgments about the appropriateness of actions and procedures to solve problems in their making and critical and historical studies. In Ceramics students will develop skills in using technology. These include the traditional technologies including the use of wheels and kilns, those associated with hand-building and newer digital technologies available to contemporary ceramicists.</p>	
<b>YEAR 11 COURSE:</b>	
<p><b>Mandatory Module – Introduction to Ceramics</b></p> <p><b>Integrated Module – Work Health and Safety</b></p> <p>Modules:</p> <ul style="list-style-type: none"> <li>▪ Introduction to Hand-Building Techniques</li> <li>▪ Introduction to Sculptural Forms and Construction</li> <li>▪ Introduction to Surface Treatments</li> <li>▪ Kiln technology</li> </ul>	
<b>YEAR 12 COURSE:</b>	
<p><b>Integrated Module – Work Health and Safety</b></p> <p>Optional Modules:</p> <ul style="list-style-type: none"> <li>▪ Hand-building techniques</li> <li>▪ Sculptural Forms and construction</li> <li>▪ Glaze Technology</li> <li>▪ Casting processes</li> <li>▪ Mixed Media</li> <li>▪ Ceramics Project -Focus Project</li> <li>▪ Wheel – Clay Throwing</li> </ul>	

<b>COURSE: Exploring Early Childhood</b>	<b>Board Endorsed Courses</b>
Contact: Head Teacher Mathematics/PDHPE	<b>NO ATAR</b>
<p><b>What will I be doing in this course?</b></p> <p>Our society acknowledges childhood as a unique and intense period for growth, development and learning. When members of society are provided with knowledge about childhood development they will then be able to support and encourage this development when interacting with children.</p> <p>The Exploring Early Childhood course aims to achieve this by giving students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.</p> <p>Children and childhood are examined from a multidisciplinary perspective and students have opportunities to link theory and practice. The approach taken in this syllabus views childhood learning as experiential, that is, children are active learners and learn and make sense of the world around them through their experiences and through their interactions with others.</p> <p>Students who complete this course are eligible to apply for the Red Cross Advanced Child Care Certificate.</p>	
<b>YEAR 11 COURSE:</b>	
<p><b>The core studies are compulsory. There are three parts to the core:</b></p> <p>Part A: Pregnancy and Childbirth  Part B: Child Growth and Development  Part C: Promoting Positive Behaviour</p> <p>The optional modules expand on the issues introduced in the compulsory core component. There are Fourteen optional course modules. These would be covered through the Year 11 and HSC Course. These include:</p> <ol style="list-style-type: none"> <li>1. Learning Experiences for Young Children</li> <li>2. Play and the Developing Child</li> <li>3. Starting School</li> </ol>	
<b>YEAR 12 COURSE:</b>	
<p>A selection of Optional modules would be covered:</p> <ol style="list-style-type: none"> <li>4. Gender and Young Children</li> <li>5. Children and Change</li> <li>6. Children of Aboriginal and Torres Strait Islander Communities</li> <li>7. Historical and Cultural Contexts of Childhood</li> <li>8. The Children's Services Industry</li> <li>9. Young Children and Media</li> <li>10. Young Children and the Law</li> <li>11. Children's Literature</li> <li>12. Food and Nutrition</li> <li>13. Child Health and Safety</li> <li>14. Young Children with Special Needs</li> </ol>	

<b>COURSE: Numeracy</b>	<b>Board Endorsed Courses</b>
Contact: Head Teacher Mathematics/PDHPE	<b>NO ATAR</b>
<p><b>What will I be doing this course?</b></p> <p>The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.</p> <p>The <i>Numeracy Stage 6 CEC Syllabus</i> is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.</p> <p>The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.</p> <p>The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:</p> <ul style="list-style-type: none"> <li>▪ interpret and use numerical information</li> <li>▪ solve problems using visual, spatial, financial and statistical literacy skills</li> <li>▪ think mathematically in practical situations</li> <li>▪ represent and communicate information</li> <li>▪ use the context to determine the reasonableness of solutions</li> </ul> <p>in order to manage situations and solve problems relating to their present and future needs.</p>	
<b>YEAR 11 COURSE:</b>	
<p><b>Module 1:</b></p> <ul style="list-style-type: none"> <li>▪ 1: Whole numbers</li> <li>▪ 2: Operations with whole numbers</li> <li>▪ 3: Distance, area and volume</li> <li>▪ 4: Time</li> <li>▪ 5: Data, graphs and tables</li> </ul> <p><b>Module 2:</b></p> <ul style="list-style-type: none"> <li>▪ 1: Fractions and decimals</li> <li>▪ 2: Operations with fractions and decimals</li> <li>▪ 3: Metric relationships</li> <li>▪ 4: Length, mass and capacity</li> <li>▪ 5: Chance</li> </ul>	
<b>YEAR 12 COURSE:</b>	
<p><b>Module 3:</b></p> <ul style="list-style-type: none"> <li>▪ 1: Percentages</li> <li>▪ 2: Operations with numbers</li> <li>▪ 3: Finance</li> <li>▪ 4: Location, time and temperature</li> <li>▪ 5: Space and design</li> </ul> <p><b>Module 4:</b></p> <ul style="list-style-type: none"> <li>▪ 1: Rates and ratios</li> <li>▪ 2: Statistics and probability</li> <li>▪ 3: Exploring with NRMT</li> </ul>	

<b>COURSE: Photography, Video and Digital Imaging</b>	<b>Board Endorsed Courses</b>
<b>Students are responsible for covering the expenses related to their HSC major works.</b>	<b>NO ATAR</b>
Contact: Head Teacher English/HSIE/CAPA	
<p><b>What will I be doing in this course?</b>  Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>	
<b>YEAR 11 COURSE:</b>	
<p><b>Modules may be selected in any of the three broad fields of:</b></p> <ul style="list-style-type: none"> <li>▪ Wet Photography</li> <li>▪ Video</li> <li>▪ Digital Imaging</li> </ul> <p><b>Modules include:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction to the Field</li> <li>▪ Developing a Point of View</li> <li>▪ Traditions, Conventions, Styles and Genres</li> <li>▪ Manipulated Forms</li> <li>▪ The Arranged Image</li> <li>▪ Temporal Accounts</li> </ul>	
<b>YEAR 12 COURSE:</b>	
<p><b>Modules may be selected in any of the three broad fields of:</b></p> <ul style="list-style-type: none"> <li>▪ Wet Photography</li> <li>▪ Video</li> <li>▪ Digital Imaging</li> </ul> <p><b>Modules include:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction to the Field</li> <li>▪ Developing a Point of View</li> <li>▪ Traditions, Conventions, Styles and Genres</li> <li>▪ Manipulated Forms</li> <li>▪ The Arranged Image</li> <li>▪ Temporal Accounts</li> </ul>	

<b>COURSE: Sport, Lifestyle and Recreation</b>	<b>Board Endorsed Courses</b>
Contact: Head Teacher Mathematics/PDHPE	<b>NO ATAR</b>
<p><b>What will I be doing in this course?</b></p> <ul style="list-style-type: none"> <li>▪ Sport, Lifestyle and Recreation has a highly practical focus</li> <li>▪ Students are given the opportunity to apply their understanding of theory concepts to practical situations</li> <li>▪ The course aims to develop students' knowledge, understanding and skills needed to adopt active and health promoting lifestyles</li> </ul> <p>Through SLR, students have the opportunity to continue to participate in physical activities of interest and complete study in the area of PDHPE whilst participating in a practical based course.</p>	
<b>YEAR 11 &amp; 12 COURSE:</b>	
<p>Select 6 to 12 of the following modules during Year 11 and 12</p> <ol style="list-style-type: none"> <li>1. Aquatics</li> <li>2. Athletics</li> <li>3. Dance</li> <li>4. First Aid and Sports Injuries</li> <li>5. Fitness</li> <li>6. Games and Sports Applications I</li> <li>7. Games and Sports Applications II</li> <li>8. Gymnastics</li> <li>9. Healthy Lifestyle</li> <li>10. Individual Games and Sports Applications</li> <li>11. Outdoor Recreation</li> <li>12. Resistance Training</li> <li>13. Social Perspectives of Games and Sports</li> <li>14. Sports Administration</li> <li>15. Sports Coaching and Training</li> </ol>	