

A photograph of various laboratory glassware including Erlenmeyer flasks, test tubes, and a graduated cylinder, some containing colored liquids like red, blue, and purple. The background is a soft-focus laboratory setting.

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SUBJECT SELECTION

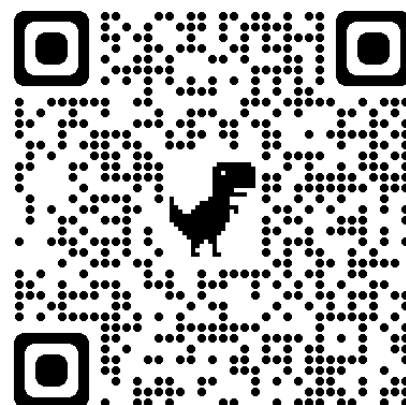
Thomas Reddall High School

YEAR 11

Discover the variety of subjects available to help shape your educational journey and future career path. Make informed choices that align with your interests and goals.

LINK & QR CODE TO THE THOMAS REDDALL HIGH SCHOOL WEBSITE

Please use this [Link to Thomas Reddall High School Website](#) (if viewing this booklet digitally) or QR Code to the right to access videos and further information about the subjects being offered. Subject Selection information can be found under ***Learning at our School*** on the website.



LINK & QR CODE TO THE STAGE 6 SUBJECT SELECTION FORM

Please use this [Link to Stage 6 Subject Selection Form](#) (if viewing this booklet digitally) or QR Code to the right to access the form for Stage 6.



*Completed subject selection forms
need to be submitted online. This Google Form can be
accessed through the QR Code or link above.*

***The Google Form is due by
Friday 22 August 2025.***

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INFORMATION ABOUT THE HSC

General Information

This is your introduction to the HSC and the many options available. More information is contained in the following NESA publication:

Guide for Students in Years 10 to 12

<http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>

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

Courses are linked to further education and training.

- Extension courses (including undergraduate university courses) enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses count towards the HSC and lead to qualifications recognised across a range of industries.

The HSC includes life skills courses for students with special education needs. The HSC will fairly assess each student's knowledge and skills.

If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.

What Types of Courses Can I Select?

There are different types of courses that you can select in Years 11 (Preliminary Course) and 12 (HSC Course).

1. Board Developed Courses

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

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

All students entered for the HSC who are studying these courses follow the syllabuses. These courses are examined externally at the end of the HSC course and may count towards

the calculation of the Australian Tertiary Admission Rank (ATAR).

2. Board Endorsed Courses

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

- **Content Endorsed Courses (CECs)** have syllabuses endorsed by the NSW Education Standards Authority (NESA) to cater for areas of special interest not covered in the Board Developed Courses. Most HSC VET (Vocational Education and Training) courses **delivered by TAFE** are Content Endorsed Courses.
- **School Developed Board Endorsed Courses.** Schools may also design special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. **Board Endorsed Courses do not count in the calculation of the ATAR.**

3. Vocational Education and Training (VET) Courses

- Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace environment. Students receive documentation showing the competencies gained. Some of the courses will be delivered by schools, while others will be delivered by TAFE or other providers.
- VET Courses may, under certain circumstances, contribute to the Australian Tertiary Admission Rank (ATAR). However, students need to be aware that only one (1) VET Course may count towards an ATAR.

WHAT ARE UNITS?

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

*2 Units = 4 Hours per Week
(120 Indicative Hours per Year)
= 100 Marks*

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

2 UNIT COURSE

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

EXTENSION COURSE

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

English and Mathematics extension courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

REQUIREMENTS FOR THE AWARD OF THE HSC

NOTE: To be eligible for a HSC students must complete a pattern of study that includes AT LEAST three Board Developed Courses of two units value or greater and at least four subjects.

If you wish to be awarded the HSC:

You must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

You must have satisfied the HSC Minimum Standard in reading, writing and numeracy.

You must have sat for and made a serious attempt at the Higher School Certificate examinations.

You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units

in the HSC course. Both the Preliminary course and the HSC course must include the following:

- **At least** 2 units in English
- **At least** 6 units from Board Developed Courses
- **At least** three courses of 2 units value or greater
- **At least** four subjects
- Only one strand of Industrial Technology may be studied

The NESA publication, *Guide for Students in Years 10 to 12*, contains all the HSC rules and requirements you will need to know.

Eligibility for an ATAR

To be eligible for an ATAR you must satisfactorily complete at least 10 units (including at least two units of a Board Developed course in English) of ATAR courses including at least 8 units of category A courses.

If you do not wish to receive an ATAR, the remainder of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

HSC MINIMUM STANDARD

NSW Education Standards Authority



Reading, writing and numeracy — skills for everyday life



The HSC minimum standard has been introduced to ensure students have the reading, writing and numeracy skills needed for everyday life, work and further study.

What this means for students

Students need to meet the HSC minimum standard to receive the HSC. To show they meet this standard, students need to achieve Level 3 in short online reading, writing and numeracy tests. Schools will help students to decide when they are ready to take each test. Students get four chances a year to sit each test, from Year 10 up to five years after starting their first HSC course.

Only students who meet the HSC minimum standard will receive an HSC testamur.

Provisions and exemptions

Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement.

Provisions are available for some students with disability. Some students with a disability studying Life Skills courses may also be exempt from meeting the minimum standard to receive their HSC testamur.

Find out more at
educationstandards.nsw.edu.au/HSCminimumstandard



PATTERNS OF STUDY IN HSC SCIENCE

In Year 11, students can do up to three science courses to a total of 6 units, while in Year 12 they may attempt up to 7 units of science, including Extension Science.

Extension Science is a 1 unit course focussing on scientific skills. Students who are interested in

attempting the Extension Science course would be expected to have either done three science courses in Year 11, or one or two courses with Investigating Science.

All Science courses are of equal vigour and standing.

CONTRIBUTIONS & SPECIAL REQUIREMENTS

YEAR 11 – 2026		
SUBJECT	SUBJECT FEES	SPECIAL REQUIREMENTS
Ancient History	\$5	
Biology	\$30	+ cost of an excursion
Business Studies	\$5	
Chemistry	\$40	
Community & Family Studies	\$10	
English Advanced	-	
English Standard	-	
English Studies	-	
Exploring Early Childhood	\$20	
Food Technology	\$80	
Health & Movement Science	\$10	
Industrial Technology (Timber)	\$60	+ own materials for major work
Investigating Science	\$30	
Legal Studies	\$5	

YEAR 11 – 2026		
SUBJECT	SUBJECT FEES	SPECIAL REQUIREMENTS
Mathematics Advanced	-	
Mathematics Standard 1	-	
Mathematics Standard 2	-	
Mathematics Numeracy	-	
Modern History	\$5	
Music	\$20	
Physics	\$30	
Sport, Lifestyle & Recreation Studies	\$10	
Visual Arts	\$60	
Visual Design	\$60	
VET – Hospitality (Food & Beverage)	\$140	+ approximately \$90 for uniform
Work Studies	\$5	

DISABILITY PROVISIONS

Disability provisions are practical arrangements designed to help students who couldn't otherwise make a fair attempt to demonstrate their skills and knowledge under exam conditions.

NSW Education Standards Authority (NESA) is responsible for approving these provisions for the HSC examinations. The school is responsible for determining and approving adjustments for all school-based assessment tasks. These decisions are in-line with NESA guidelines on disability provisions and the Disability Standards for Education. Please note that school-determined provisions may **NOT** necessarily apply in the HSC examinations.

Disability provisions assist students to read examination questions and write their answers. NESA determined provisions include: diabetic provisions, writer, extra time to write, toilet breaks, computer, small group supervision, modified paper requirements, examiner aware (for speaking and performances), alternate exam venue (eg: hospital), home supervision, reader, extra time for reading, coloured paper, rest breaks. (Principal determined provisions are also available).

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or

- an intermittent condition, such as back pain when sitting for long periods.

Students wishing to apply for disability provisions for their HSC year can submit an application from as early as **end of term 1 of their HSC year**.

Applications exempt from this due date are emergency provisions and students whom the impact of their disability in exam situations is variable and unstable, i.e newly diagnosed psychiatric/neurological disorders. It is the responsibility of the student to ensure their application is received by a Learning and Support Teacher before the due date.

The paperwork provided by the student and the school is submitted to NESA who examine the complexity of the case, type of disability and evidence provided. They also determine who reviews the file. NESA have a panel of specialists that includes medical practitioners, educational psychologists, and consultants for the visually or hearing impaired who make the decision and then advise the school of the outcome.

For a detailed guide to disability provisions for the HSC: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions/hsc-disability-provisions-guide-for-teachers-and-parents>

ANCIENT HISTORY

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

Exclusions: Nil

Course Description

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

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past.

Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

Course Contents

Preliminary Course

Year 11 course comprises three sections:

- Investigating Ancient History (60 indicative hours including "The Nature of Ancient History" and "Case Studies"). Students undertake at least one option from "The Nature of Ancient History", and at least two case studies.
- Features of Ancient Societies (40 indicative hours). Students study at least two ancient societies.

- Historical Investigation (20 indicative hours). Historical concepts and skills are integrated with the studies undertaken in Year 11.

HSC Course

The Year 12 course comprises four sections:

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours).
- One "Ancient Societies" topic (30 indicative hours).
- One "Personalities in their Times" topic (30 indicative hours).
- One "Historical Periods" topic (30 indicative hours).

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

Course Requirements

Preliminary Course

In the Year 11 course, students undertake at least two 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 or the Americas.

HSC Course

The course requires study from at least two of the following areas:-

- Egypt
- Near East
- China
- Greece
- Rome



BIOLOGY

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

Course Description

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

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

Course Contents

Year 11	Year 12
The Year 11 course consists of four modules:	The Year 12 course consists of four modules:
Module 1 Cells as the Basis of Life	Module 5 Heredity
Module 2 Organisation of Living Things	Module 6 Genetic Change
Module 3 Biological Diversity	Module 7 Infectious Disease
Module 4 Ecosystem Dynamics	Module 8 Non-infectious Disease and Disorders

Course Requirements

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

A **Depth Study** may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

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



BUSINESS STUDIES

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

Exclusions: Nil

Course Description

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

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

Preliminary Course

- Nature of business (20%) – the role and nature of business.
- Business management (40%) – the nature and responsibilities of management.
- Business planning (40%) – establishing and planning a small to medium enterprise.

HSC Course

- Operations (25%) – strategies for effective operations management.
- Marketing (25%) – development and implementation of successful marketing strategies.
- Finance (25%) – financial information in the planning and management of business.
- Human resources (25%) – human resource management and business performance.



CHEMISTRY

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

Course Description

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

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



Course Content

Year 11	Year 12
The Year 11 course consists of four modules:	The Year 12 course consists of four modules:
Module 1 Properties and Structure of Matter	Module 5 Equilibrium and Acid Reactions
Module 2 Introduction to Quantitative Chemistry	Module 6 Acid/Base Reactions
Module 3 Reactive Chemistry	Module 7 Organic Chemistry
Module 4 Drivers of Reactions	Module 8 Applying Chemical Ideas

Course Requirements

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

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

COMMUNITY & FAMILY STUDIES

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

Course Description

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

Main Topics Covered

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.

Preliminary Course

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

HSC Course

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

HSC Option Modules

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

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



ENGLISH ADVANCED

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

**Exclusions: English Advanced; English Studies;
English EAL/D; English Extension**

Course Description

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

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

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

Course Content

Preliminary Course

The course has two sections:

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

HSC Course

The course has two sections:

- The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies

courses where students analyse and explore texts and apply skills in synthesis.

- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

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

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

Preliminary Course

Students are required to study:

- A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- A wide range of additional related texts and textual forms.

HSC Course

Students are required to study:

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

ENGLISH STANDARD

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

**Exclusions: English Advanced; English Studies;
English EAL/D; English Extension**

Course Description

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

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

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

Course Content

Preliminary Course

The course has two sections:

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

HSC Course

The course has two sections:

- The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.

- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

Across the English Standard Stage 6 Course students are required to study:

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

Preliminary Course

Students are required to study:

- One complex multimodal or digital text in Module A (this may include the study of film).
- One substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.
- A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- A wide range of additional related texts and textual forms.

HSC Course

Students are required to study:

- At least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts.
- At least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*.
- At least one related text in the *Common Module: Texts and Human Experiences*.

ENGLISH STUDIES

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course – Category B Subject.**

**Exclusions: English Advanced; English Standard;
English EAL/D; English Extension**

Course Entry Guidelines

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.
- Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC.
- To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

Course Description

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

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

Course Content

Preliminary Course

- Students study the mandatory module, *Achieving through English: English in*

education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.

- Students study 2-4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

HSC Course

- The HSC Common Content consists of one module *Texts and Human Experiences* which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study 2-4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

Course Requirements

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

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

Preliminary & HSC Course

Students are required to:

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

ENGLISH STUDIES (continued)

- Be involved in planning, research and presentation activities as part of one individual and/or collaborative project.
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year.
- Engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

HSC Course

In addition to the above requirements, students in Year 12 **only** are required to:

- Study one text from the prescribed text list and one related text for the *Common Module – Texts and Human Experiences*

FOOD TECHNOLOGY

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the “learn to” section of each strand.



**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

- A minimum of 2 Depth Studies.
- Knowledge and understanding, and skill outcomes, to be addressed in each Depth Study.

HSC Course

The Year 12 course comprises 3 components (120 hours). Students are required to study all 3 components of the course.

- Health in an Australian and global context.
- Training for improved performance.
- Depth Studies (a minimum of 2).

Where appropriate, case studies and practical application are to be integrated throughout student learning in Health in an Australian and Global Context, Training for Improved Performance and the Depth Studies.

The requirements for the Depth Studies include:

- A total of 30 hours of in-class time allocated in Health in an Australian and Global Context and/or Training for Improved Performance.
- A minimum of 2 Depth Studies.
- Knowledge and understanding, and skills outcomes, to be addressed in each Depth Study.
- One Depth Study must be formally assessed as a school-based assessment task.

- Health for individuals and communities.
- The body and mind in motion.
- Collaborate investigation.
- Depth studies (a minimum of 2).

- A total of 20 hours of in-class time allocated in Health for Individuals and Communities and/or The body and Mind in Motion.



INDUSTRIAL TECHNOLOGY (TIMBER)

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

**Exclusions: Some Industry Focus areas with
similar VET Curriculum Framework streams and
Content Endorsed Courses**

Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

Main Topics Covered

Preliminary 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%).

HSC 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%)

Particular Course Requirements

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Preliminary course content. Students also undertake the study of an individual business with 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.



INVESTIGATING SCIENCE

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

Course Description

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

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 an 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.

Course Content

Year 11	Year 12
The Year 11 course consists of four modules:	The Year 12 course consists of four modules:
Module 1 Cause and Effect – Observing	Module 5 Scientific Investigations
Module 2 Cause and Effect – Inferences and Generalisations	Module 6 Technologies
Module 3 Scientific Models	Module 7 Fact or Fallacy?
Module 4 Theories and Laws	Module 8 Science and Society

Course Requirements

Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.



LEGAL STUDIES

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

Exclusions: Nil

Course Description

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

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

Preliminary Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

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

HSC Course

- Part I - Crime (30% of course time)
- Part II - Human Rights (20% of course time)
- Part III - Two options (50% of course time)

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order

Each topic's **themes and challenges** should be integrated into the study of the topic.

Particular Course Requirements

No special requirements.



MATHEMATICS ADVANCED

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

Exclusions: Students may not study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all Stage 4/5 Core topics and some of the following Stage 5 Path topics:

- Number and Finance
- Algebra and Equations
- Linear and Non-Linear Relationships
- Ratios and Rates
- Pythagoras and Trigonometry
- Length, Area and Volume
- Geometrical Properties and Figures
- Data Classification, Visualisation and Analysis
- Probability
- Variation and Rates of Change (Path)
- Algebraic Techniques (Path)
- Indices (Path)
- Equations (Path)
- Linear Relationships (Path)
- Non-Linear Relationships (Path)
- Polynomials (Path)
- Logarithms (Path)
- Functions and Other Graphs (Path)
- Trigonometry (Path)
- Area and Surface Area (Path)
- Volume (Path)
- Data Analysis (Path)
- Probability (Path)

Course Description

- The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the

opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

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

The study of Mathematics Advanced in Stage 6:

- 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 application at the tertiary level.

Course Content

Year 11		Year 12	
Topic:	Functions <ul style="list-style-type: none">• Working with Functions• Graph Transformations	Topic:	Functions <ul style="list-style-type: none">• Further Graph Transformations and Modelling
Topic:	Trigonometric Functions <ul style="list-style-type: none">• Trigonometry and Measure of Angles• Trigonometric Identities and Equations	Topic:	Calculus <ul style="list-style-type: none">• Differential Calculus• Integral Calculus• Applications of Calculus
Topic:	Calculus <ul style="list-style-type: none">• Introduction to Differentiation	Topic:	Sequences and Series <ul style="list-style-type: none">• Sequences and Series
Topic:	Exponential and Logarithmic Functions <ul style="list-style-type: none">• Exponential and Logarithmic Functions	Topic:	Statistical Analysis <ul style="list-style-type: none">• Random Variables
Topic:	Statistical Analysis <ul style="list-style-type: none">• Probability and Data	Topic:	Financial Mathematics <ul style="list-style-type: none">• Financial Mathematics

MATHEMATICS STANDARD 1

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

Exclusions: Students may not study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

Prerequisites: The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7-10 Syllabus* and in particular, the content and outcomes of all Core topics and then some of the Path topics:

- Financial mathematics (Core only)
- Algebraic techniques (Core & Path)
- Indices (Core & Path)
- Equations (Core & Path)
- Linear relationships (Core & Path)
- Non-linear relationships (Core & Path)
- Numbers of any magnitude (Core only)
- Trigonometry (Core & Path)
- Area and surface area (Core & Path)
- Volume (Core & Path)
- Properties of geometrical figures (Core & Path)
- Data analysis (Core & Path)
- Probability (Core & Path)
- Variation and rates of change (Path)
- Introduction to networks (Path)

Course Description

- 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.
- Some Mathematics Standard Year 11 course content is essential for Mathematics Standard 1 Year 12.
- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. Students needing to be eligible for an ATAR must complete the optional HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy

skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 1 in Stage 6, students:

- Develop their knowledge, understanding and skills in working mathematically 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.
- Gain an appropriate mathematical background for post-school employment or further training.

Course Content

The Mathematics Standard Year 11 course content comprises five Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same Topics, excluding the Topic of Networks. The Topics and Subtopics are:

Year 11		Year 12	
Topic:	Algebra <ul style="list-style-type: none">• Formulae & Equations• Linear Relationships	Topic:	Algebra <ul style="list-style-type: none">• Algebraic Relationships
Topic:	Measurement <ul style="list-style-type: none">• Applications of Measurement• Time & Location	Topic:	Measurement <ul style="list-style-type: none">• Right-angled Triangles• Ratios & Rates
Topic:	Financial Mathematics <ul style="list-style-type: none">• Earning Money• Managing Money	Topic:	Financial Mathematics <ul style="list-style-type: none">• Investment• Depreciation & Loans
Topic:	Statistics <ul style="list-style-type: none">• Data Analysis	Topic:	Statistics <ul style="list-style-type: none">• Bivariate Data Analysis• Relative Frequency & Probability
Topic:	Networks <ul style="list-style-type: none">• Networks, Paths & Trees	Topic:	

MATHEMATICS STANDARD 2

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

Exclusions: Students may not study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.

Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7-10 Syllabus* and in particular, the content and outcomes of all Core topics and some of the Path topics:

- Financial mathematics (Core only)
- Algebraic techniques (Core & Path)
- Indices (Core & Path)
- Equations (Core & Path)
- Linear relationships (Core & Path)
- Non-linear relationships (Core & Path)
- Numbers of any magnitude (Core only)
- Trigonometry (Core & Path)
- Area and surface area (Core & Path)
- Volume (Core & Path)
- Properties of geometrical figures (Core & Path)
- Data analysis (Core & Path)
- Probability (Core & Path)
- Variation and rates of change (Path)

Students who have followed the Mathematics Standard pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

Course Description

- 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.
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

Through the study of Mathematics Standard 2 in Stage 6, 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.

Course Content

The Mathematics Standard Year 11 course comprises of five Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same five Topics. The Topics and Subtopics are:

Year 11		Year 12	
Topic:	Algebra <ul style="list-style-type: none">• Formulae & Equations• Linear Relationships	Topic:	Algebra <ul style="list-style-type: none">• Algebraic Relationships
Topic:	Measurement <ul style="list-style-type: none">• Applications of Measurement• Time & Location	Topic:	Measurement <ul style="list-style-type: none">• Trigonometry• Ratios & Rates
Topic:	Financial Mathematics <ul style="list-style-type: none">• Earning Money• Managing Money	Topic:	Financial Mathematics <ul style="list-style-type: none">• Investments & Loans• Annuities
Topic:	Statistics <ul style="list-style-type: none">• Data Analysis	Topic:	Statistics <ul style="list-style-type: none">• Bivariate Data Analysis• Relative Frequency & Probability• The Normal Distribution
Topic:	Networks <ul style="list-style-type: none">• Networks, Paths & Trees	Topic:	Networks <ul style="list-style-type: none">• Network Flow• Critical Path Analysis

MODERN HISTORY

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

Exclusions: Nil

Course Description

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

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

Course Content

Preliminary Course

The Year 11 course comprises three sections:

- Investigating Modern History (60 indicative hours including "The Nature of Modern History" and "Case Studies").
 - Students undertake at least one option from "The Nature of Modern History", and at least two case studies.
- Historical Investigation (20 indicative hours).
- The Shaping of the Modern World (40 indicative hours).
 - At least one study from "The Shaping of the Modern World" is to be undertaken.

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

HSC Course

The Year 12 course comprises four sections:

- Core Study: Power and Authority in the Modern World 1919-1946 (30 indicative hours).
- One "National Studies" topic (30 indicative hours).
- One "Peace and Conflict" topic (30 indicative hours).
- One "Change in the Modern World" topic (30 indicative hours).

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

Course Requirements

Preliminary Course

In the Year 11 course, students undertake at least two 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.

HSC Course

Students are required to study at least one non-European/Western topic, for example: India 1942-1984, Conflict in the Pacific 1937-1951, The Cultural Revolution to Tiananmen Square 1966-1989.



MUSIC

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

Exclusions: Music 2; projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

In the Preliminary and HSC 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.

Main Topics Covered

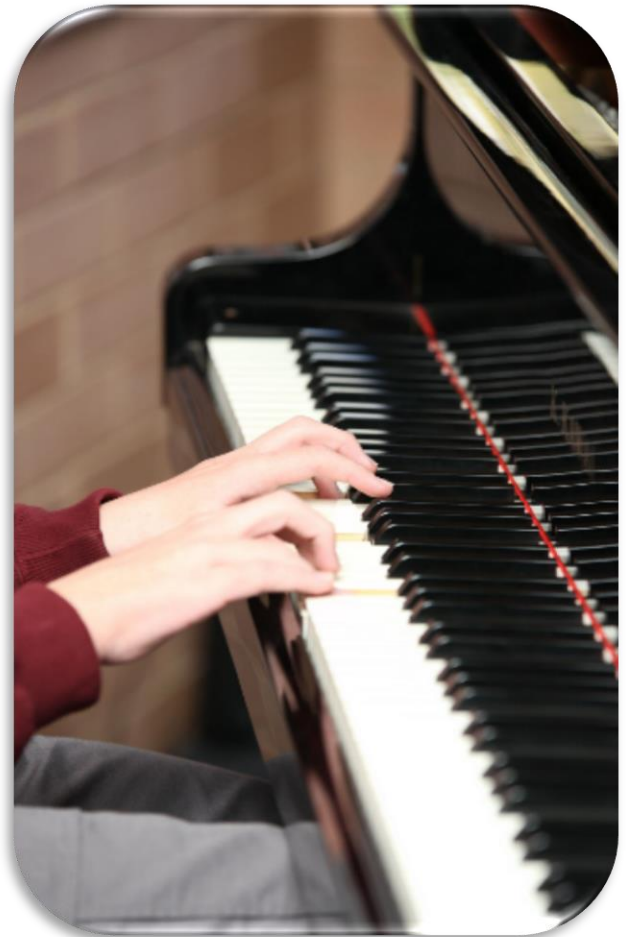
Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres. The three topics in the HSC course need to be different to the three studied in the Preliminary course. There is also an option of having two topics different to the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study.

Particular Course Requirements

HSC Course

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

Students selecting Music 1 will be required to compile a portfolio of work to demonstrate the development of each of the components Core Composition and Elective Composition. The portfolio may be requested by NESA to validate authorship of the submitted work.



PHYSICS

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

Course Description

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

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

Content

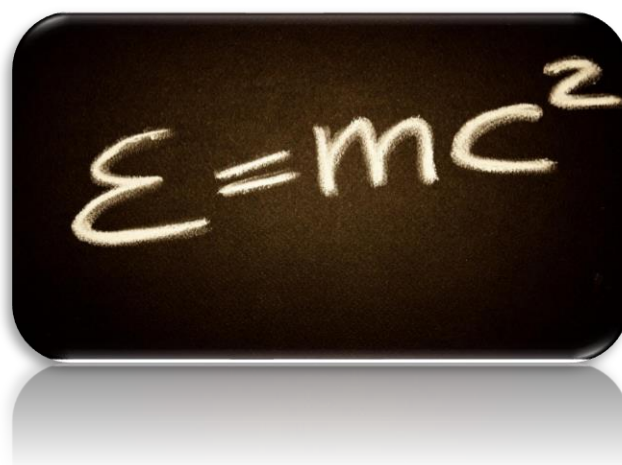
Year 11	Year 12
The Year 11 course consists of four modules:	The Year 12 course consists of four modules:
Module 1 Kinetics	Module 5 Advanced Mechanics
Module 2 Dynamics	Module 6 Electromagnetism
Module 3 Waves & Thermodynamics	Module 7 The Nature of Light
Module 4 Electricity & Magnetism	Module 8 From the Universe to the Atom

Course Requirements

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

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.



VISUAL ARTS

**2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course.**

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

Course Description

Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a "body of work" in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

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

Preliminary Course

Learning opportunities focus on:

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

HSC Course

Learning opportunities focus on:

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

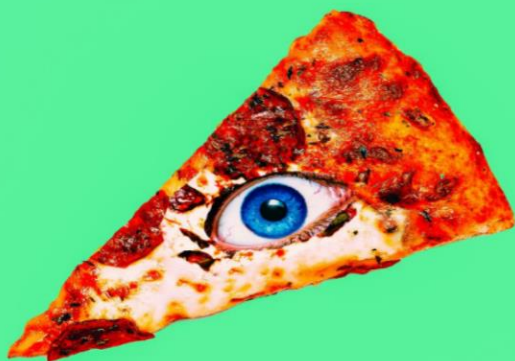
Particular Course Requirements

Preliminary Course

- Artworks in at least two expressive forms and use of a process diary.
- A broad investigation of ideas in art making, art criticism and art history.

HSC Course

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



CONTENT ENDORSED COURSES

- Exploring Early Childhood
- Numeracy
- Sport, Lifestyle & Recreation Studies
- Visual Design
- Work Studies

EXPLORING EARLY CHILDHOOD

Content Endorsed course.

Exclusions: Nil

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

- Develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years.
- Recognise the uniqueness of all children, including those who have special needs.

- Become aware of the value of play in the lives of children and consider means of providing safe and challenging environments for play.
- Identify the range of services developed and provided for young children and their families.
- Consider the role of family and community in the growth development and learning of young children.
- Reflect upon potential implications for themselves as adults, in relation to young children.
- Understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families.
- Become aware of the work opportunities available in the area of children's services.

NUMERACY

Content Endorsed course.

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

Course Description

The Numeracy course 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.

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.

Course Content

The Numeracy course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Module	Content Areas
1	Whole numbers Operations with whole numbers Distance, area and volume Time Data, graphs and tables
2	Fractions and decimals Operations with fractions and decimals Metric relationships Length, mass and capacity
3	Percentages Operations with numbers Finance Location, time and temperature Space and design
4	Rates and ratios Statistics and probability Exploring with NRMT

SPORT, LIFESTYLE & RECREATION STUDIES

Content Endorsed Course.

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- Knowledge and understanding of the factors that influence health and participation in physical activity.
- Knowledge and understanding of the principles that impact on quality of performance.

- An ability to analyse and implement strategies to promote health, activity and enhanced performance.
- A capacity to influence the participation and performance of self and others.

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

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle

VISUAL DESIGN

Content Endorsed Course.

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

Course Description

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will

develop knowledge, skills and understanding through the making of works in design 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 design.

Main Topics Covered

Modules may be selected in any of the four broad fields of:

- Graphic design
- Wearable design
- Product design
- Interior/exterior design

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

Particular Course Requirements

Students are required to keep a diary throughout the course.

WORK STUDIES

Content Endorsed Course.

Exclusions: Nil

Structure of the Course

The Work Studies CEC syllabus is available for study as a 1 unit 60 hour course; a 1 unit 120 hour course; a 2 unit 120 hour course; or a 2 unit 240 hour course.

Core – My Working Life

Modules – There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

Nature of the Course

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

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

The Work Studies course will assist students to:

- Recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities.
- Develop an understanding of the changing nature of work and the implications for individuals and society.
- Undertake work placement to allow for the development of specific job-related skills.
- Acquire general; work-related knowledge, skills and attitudes, transferable across different occupations.
- Develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

VOCATIONAL EDUCATION & TRAINING FRAMEWORK

- Hospitality (Food & Beverage)
- Externally Delivered
Vocational Education &
Training (EVET)
- School Based Apprenticeships
& Traineeships (SBAT)

VOCATIONAL EDUCATION & TRAINING (VET) COURSES

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

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

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

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

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

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

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to

be included in the calculation for the ATAR, students must sit the HSC Examination.

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

Work Placement

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

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

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

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

School Based Apprenticeships and Traineeships (SBAT)

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

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

2026 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality	
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>	
Course: Hospitality (Food and Beverage) Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
<p>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.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p>	
Transferrable industry skills gained in this course	
<ul style="list-style-type: none"> customer service skills teamwork organisational skills adaptability critical thinking problem solving 	
Examples of occupations in the hospitality industry	
<ul style="list-style-type: none"> food and beverage attendant restaurant host/hostess function attendant espresso coffee machine operator receptionist barista and café service 	
VET requirements	
Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.	
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
HSC requirements	
Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.	
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.	
Consumable costs: Preliminary - \$140 HSC - \$140 Students MUST have a Food & Beverage uniform and closed in leather shoes	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality	
Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	

EXTERNALLY DELIVERED VOCATIONAL EDUCATION & TRAINING (EVET)

Students in Years 9–12 have the option of studying VET courses either at school, or through external, accredited training providers such as TAFE NSW. VET courses delivered by an external RTO/training provider to school students are known as EVET courses. Several small training providers also deliver VET training to school students.

VET courses can assist students to plan their career pathway and:

- gain practical, work-related skills to enhance employment opportunities.
- complete units that count towards school qualifications such as RoSA and HSC.
- start or complete a nationally recognised qualification while still at school.

VET assessment is competency based and students must completely satisfy all assessment requirements and be deemed competent by a qualified trainer in order to satisfy qualification requirements. Students successfully completing a VET course and achieving a Statement of Attainment may be eligible to apply for credit transfer in other courses in a similar industry after leaving school by providing their transcript to the relevant tertiary institution. All students studying a VET course must obtain a Unique Student Identifier (USI) and provide this to the training provider at the commencement of the course.

Categories of EVET courses

Board Developed Industry Curriculum Framework (ICF) Courses include Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, Hospitality, Information and Digital Technology, Human Services, Primary Industries, Retail Services and Tourism, Travel & Events. These courses are **Category B courses**, they mostly count for 4 units of HSC credit, include 70 hours of mandatory work placement and have an optional HSC examination. Only one Category B course can be included in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses (BECs) are courses based on national industry Training Packages that are endorsed by NSW Education Standards Authority (NESA) for inclusion as an elective in Year 9 or 10 or in the Higher School Certificate. These courses include Animal Studies, Beauty Therapy, Fashion Design Hairdressing, Laboratory Skills, Plumbing, Sport and Recreation and Warehousing. Stage 6 BECs mostly count for 4 units of HSC credit, they do not count towards the ATAR and there is not a HSC exam. Stage 6 BECs may also be studied by Year 10 students as Early Commencement of Stage 6.

Students in Year 9 and 10 who enroll in a Stage 6 BEC course must satisfy all RoSA requirements. Stage 5 BECs are 100 hours duration and are only available to students currently enrolled in Year 9 or in Year 10.

Delivery patterns of EVET courses

Students should investigate the delivery pattern of the EVET courses they are interested in so they are aware of what the commitment will be and also to understand how the EVET course will fit in with the total pattern of study. There are several options for the delivery of EVET courses eg 120 hours, 2 units x 1 year courses; 180 hours, 3 units x 1 year courses; and 240 hours, 4 unit courses which can be offered over one or two years. A small number of EVET ICF courses also offer specialisation units to complement 240 hour courses. Students who successfully complete all units may be eligible for a full Certificate qualification, rather than a Statement of Attainment.

Specific Requirements of EVET courses

It is important that students understand that enrolment in EVET courses requires a commitment to satisfactory completion. The specific requirements for EVET courses include the following:

- **NESA requirements** for completion of course work. If a student does not satisfactorily complete course work, they may be given an “N” Determination for the course or, they may be withdrawn from the course. External RTOs will monitor attendance and send regular reports to the student’s home school.
- **Student Commitment** – Once a student starts a course, they will be expected to commit to completing it as there is significant cost involved for the NSW Department of Education. Students will not be permitted to change to another EVET course. Students who miss class work at school because of EVET course enrolments (including work placement) are responsible for following up with their teachers and catching up on missed work. If a student’s EVET course is scheduled for the afternoon, students must still attend school in the morning.
- **Travel** – Students studying EVET courses are responsible for organising their own transport to the study venue and also for making their way home at the conclusion of the class. Students are responsible for paying travel costs. Students will need to complete and submit an

early leave application available from their Careers Advisor. Students will be issued with an early leave pass that should be shown when required. Students doing EVET courses may be given compensatory study periods during the week.

- **Proposed timetabling** – students should carefully check details to see when the EVET course will be delivered. EVET courses are conducted on different days of the week with many classes commencing at 1:30pm and ending at 5:30pm. For some courses, “block” attendance during term and/or school holidays may be necessary.
- **Online courses** require students to be able to work independently, have access to digital technology and to manage their time effectively to ensure they keep up with all work requirements.
- **Mandatory Work Placement applies to many EVET courses** and gives students the chance to learn new skills and apply the skills they learn from doing the course. It also helps students to:
 - gain insights into the kind of career that they would like to have.
 - make informed decisions about further training and study.
 - become more employable.
 - be better equipped for business and employment opportunities.

Failure to complete mandatory work placement could jeopardise the students' satisfactory completion of the Preliminary or HSC units and could put their HSC at risk.

EVET 2026 Application Process

1. **Research:** Students interested in applying for an EVET course should research the course which interests them to learn about course content and possible career paths. Detailed information sheets are available for all courses listed on the EVET portal from your Careers Adviser. Additionally, some providers also send EVET course information to schools so students should ask Careers Advisers about this.
2. **Submit:** Students complete a detailed **Expression of Interest (EOI)** form (available from the Careers Adviser). Parents or guardians are required to sign the EOI to indicate their awareness of course requirements, as well as the level of commitment required by students. All students will need their ERN and NESA number to complete this form.
3. **Interview:** Some schools will require students to participate in an interview to discuss the reasons for applying for the course. Students will be expected to explain why enrolling in the course is important to future career planning and demonstrate a commitment to successfully completing the course. Parents may be asked to participate in these interviews. Where applicable, students may also need to participate in

mandatory interviews and application processes as required by an RTO. Failure to participate in these processes will mean that the application will not be considered.

4. **Apply:** The closing date is yet to be finalised for 2026 EVET applications. Offers will be made from early November.

Expressing an interest in an EVET course does not guarantee that a student will be made an offer, nor that the course will be delivered in 2026. Some courses are very popular, and the number of applications exceeds available places. Occasionally, there may not be enough applications to form a class for some courses and the class will be cancelled.

EVET Providers

1. **NSW TAFE** is the largest provider of EVET course and the term 'TVET' refers to EVET programs delivered by TAFE NSW. TAFE NSW delivers EVET courses at a number of locations which students in Sydney may be able to access including:
 - **TAFE NSW Sydney Region** - Enmore, Gymea, Loftus, Meadowbank, Petersham, Randwick, St George, St Leonards and Ultimo TAFE colleges
 - **TAFE NSW Western Sydney Region** - Bankstown, Campbelltown, Granville, Lidcombe, Ingleburn (MBISC), Liverpool, Macquarie Fields, Miller, Padstow, Wetherill Park, Blacktown, Kingswood, Nepean and Nirimba TAFE colleges.
 - **TAFE Illawarra Region** - Moss Vale, Wollongong, and Goulburn TAFE Colleges.
 - **TAFE Digital** – offers a large number of online EVET courses each year.
2. **Private RTOs** - other RTOs which deliver EVET courses include:
 - **Whitehouse Institute Pty Ltd** - offers design fundamentals courses. This RTO is located in central Sydney and courses are delivered during school holiday periods.
 - **NSW Health RTO**- offers Human Services nursing courses at several locations including Bankstown, Campbelltown, Concord, Fairfield, Liverpool, Rozelle and Bowral.
 - **Taronga Institute RTO** - offers animal studies courses at Taronga Zoo, Mosman.
 - **UAVAIR** – delivers aviation remote pilot courses. Delivery locations vary each year.
 - **Academy of Interactive Entertainment** – offers online creative industries courses both online and at a Sydney campus.
 - **Australian Careers Business College** - offers courses such as financial services, business services and child studies. Course delivery may be online or at sites such as Liverpool, Parramatta, and Wollongong.

Students should speak to their Careers Adviser about the full list of courses that will be available in 2026.

School Based Apprenticeships and Traineeships



School Based Apprenticeships and Traineeships (SBATs) are a great way for you to get a head start on your career while still at school.

What are SBATs and how do they work?

SBATs are available to all Year 10, 11 and 12 high school students in NSW. By choosing to do an SBAT you can gain a nationally recognised qualification as part of your Higher School Certificate (HSC).

This is achieved by combining part-time work with formal training at school, TAFE NSW or another Registered Training Organisation. There are a range of industry opportunities available, with over 200 SBAT qualifications to choose from!



What will I get out of an SBAT?

A school based apprentice will:

- Complete stage one of an apprenticeship part-time while completing the HSC
- Work a minimum of 100-180 days* in paid employment by December 31 of the HSC year
- Participate in formal training with TAFE NSW or another Registered Training Organisation.

A school based trainee will:

- Complete a certificate II or III qualification while completing the HSC
- Work a minimum of 100-180 days* in paid employment by December 31 of the HSC year
- Participate in formal training with TAFE NSW or another Registered Training Organisation.

* as outlined in the relevant Vocational Training Order

Contact: SBAT Engagement Officer - Kim Butler
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To find out more about the Educational Pathways Program, visit education.nsw.gov.au/educational-pathways



School Based Apprenticeships and Traineeships

Can I complete an SBAT and get an ATAR?

Yes, it is possible to complete a school based apprenticeship or traineeship AND receive an ATAR. Talk to your Careers Adviser about your pattern of study and how an SBAT will fit into your HSC.

How often will I go to work?

Generally, one day per week during school terms as well as additional days during the school holidays. The days and times will be negotiated between you, your school and employer.

Will I be paid for the days I work?

Absolutely! As a school based apprentice or trainee you must be paid according to the wage rates and conditions of employment in the appropriate award or industrial agreement.

Things to consider

Students who take on a school based apprenticeship or traineeship are motivated young people who don't just want to plan their future career, they want to experience it now. It's very important that you think about how you can manage your SBAT by considering:

- Is this a career I'm interested in?
- Can I balance school, work and training along with family and community commitments?
- Do I have a support network around me to help along the way? Teachers, Careers Adviser, parents/carers, friends, mentors etc
- Can I make travel arrangements to get myself to work and training on time?

If you answered YES to the questions above, an SBAT may be a great option for you.

What happens after the HSC?

A school based apprentice will enter stage two of their trade qualification and continue in employment as a full-time or part-time apprentice. A school based trainee will be fully qualified and can begin working full-time, continue on to higher Vocational Education and Training or commence university.



How do I get started?

It's simple:

- Decide on the occupation that interests you
- Discuss with your Careers Adviser and parents/carers about how this will work with your HSC
- Use your networks to gain employment – start with family, friends, local employers and explore job search websites
- If you already have a casual job, ask your employer if they would like more information about employing you as a school based apprentice or trainee.

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