

Woollooware High School

Senior Subject Selection

Information Handbook

Information for Students & Parents

Year 11 Preliminary Course
Year 12 Higher School Certificate

Stage 6 2026 - 2027



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Principal's Message

Dear students and families of WHS,

We are excited to share our Year 11/12 2026/27 Subject Selection Booklet with you. This resource is designed to help you navigate your important subject choices, allowing you to select courses that align with your interests, strengths, and future aspirations.

Making the Right Choices

As you transition from junior to senior school, the subjects you choose and the partnerships in learning become even more significant. This process is your chance to consider your future learning.

As senior students, you'll enjoy greater independence but will also need to manage a more demanding workload.

The choices you make will play a crucial role in your level of achievement as you prepare for the Record of School Achievement (RoSA) and the Higher School Certificate (HSC). Most courses will be completed over these next two years.

There are also the tertiary study considerations that are relevant for some of our students, as they consider the learning that they may consider post school.

Speak with Staff

At Woollooware High School, we believe that discussing your subject options is vital for your success. I encourage you to connect with our HSC staff, who are eager to share insights on the courses we offer and how they align with the skills you'll need in the coming years. Our teachers are here to help you understand what each subject entails and how it can support your goals.

Consider Your Options

As you explore this booklet, take your time to reflect on the demands and requirements of each subject. I encourage all students to:

- Read this handbook carefully
- Review the NSW Education Standards Authority (NESA) website for additional information
- Ask questions of key staff: HSC teachers/Head teachers; Careers Adviser, older siblings or students who have completed these courses,
- Consider and follow advice offered regarding these subjects on offer.

Considered and accurate subject data is needed to drive the timetable

All decisions about what can be delivered as a subject will be made based on student subject data. This collated data needs to be an accurate reflection of the wishes of what students wish to study for two years, so we can then form subjects and lines, in response to this data.

Follow Up is planned

To ensure all students meet the eligibility requirements of the HSC, every Year 10 student will be required to attend an interview with a staff representative, to discuss their subject choices, once their choice data is submitted. This process is in place to ensure all students remain eligible to receive their RoSA and HSC.

This process has been designed to support students in navigating this challenging transition to the senior school.

We recommend students and their parents/carers attend the Senior Subject selection evening, scheduled for Tuesday 22 July 2025 (see next page) to take advantage of staff expertise in making these important decisions. This also provides an uninterrupted opportunity to discuss learning options for the next two years.

We look forward to seeing you then,
Sincerely,

M Benson
Principal

Information Evening for Students and Parents

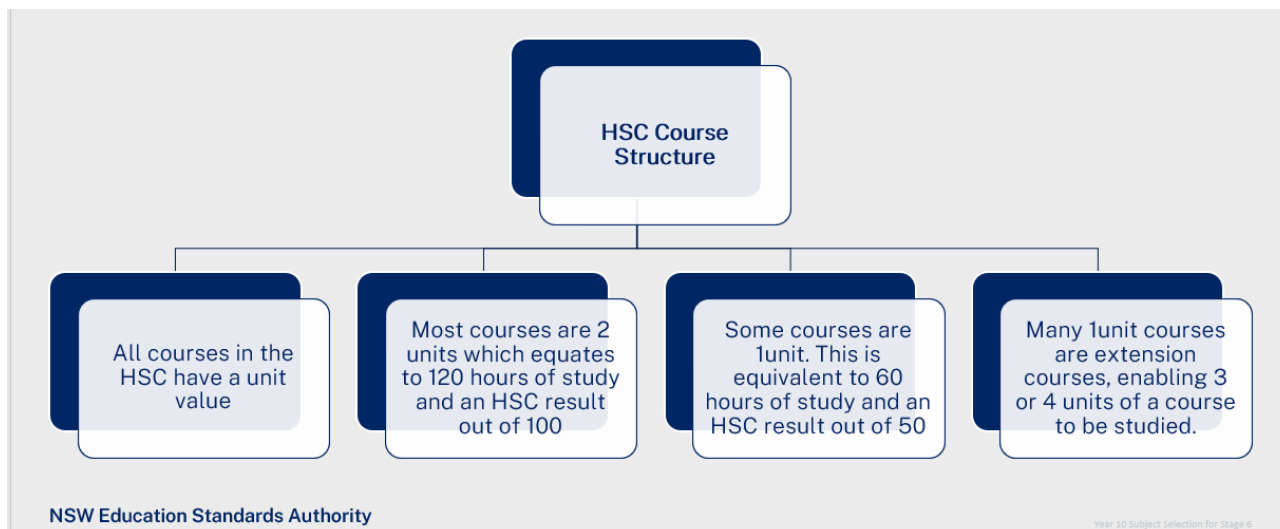
We invite you to our information evening for students and parents on Tuesday, July 22, 2025, in the school hall. The session will begin at 7:00pm and will conclude at 7:45pm.

Additionally, on the same evening, we are pleased to offer an earlier presentation by our Careers Adviser, Renee Desrets. This session is specifically tailored for Year 10 students and their families who are interested in exploring External Vocational Education and Training (EVET) subjects, such as those offered by TAFE NSW, as well as School-Based Apprenticeships and Traineeships (SBAT). We encourage your participation to gain insights into these valuable opportunities for your child's future. This presentation will take place from 6:30pm to 7:00pm in the Library, prior to the main information evening.



HSC NESA Requirements

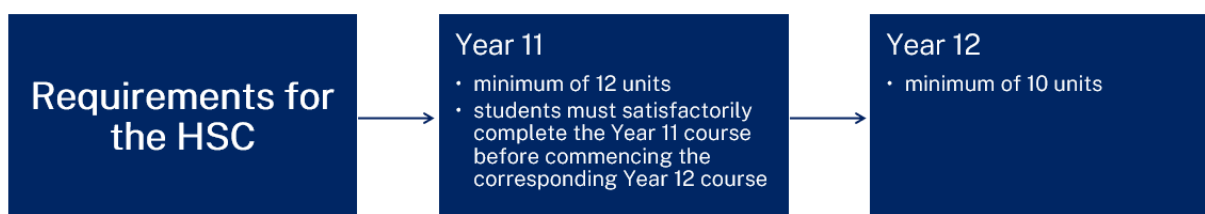
What are subject units?



Requirements for the HSC

HSC Course Structure

- All courses in the HSC have a unit value
- Most courses are 2 units which equates to 120 hours of study and an HSC result out of 100
- Some courses are 1 unit. This is equivalent to 60 hours of study and an HSC result out of 50
- Many 1 unit courses are extension courses, enabling 3 or 4 units of a course to be studied.



Requirements for the HSC

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

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

Board Developed Courses and Board Endorsed Courses

Board Developed Courses	Board Endorsed Courses
HSC examination except for: <ul style="list-style-type: none">• optional examination in English Studies, Mathematics Standard 1 and VET Industry Curriculum Framework courses• all Life Skills courses	No HSC examination. Results are derived from school-based assessment
May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).	Not included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).
Includes some Vocational Education and Training (VET) courses.	Includes some Vocational Education and Training (VET) courses.
Includes Life Skills courses.	

For most VET Industry Curriculum Framework courses and some VET Board Endorsed courses, you must undertake set work placement hours to develop industry competencies and practise learned skills. You must complete any required work placement to complete these courses.

Board Developed Courses

Board Developed Courses are the large number of courses set and examined by NESA that can contribute to the calculation of the ATAR. These include:

- general education courses
- VET Industry Curriculum Framework courses
- Life Skills courses (not examined).

Board Endorsed Courses

Board Endorsed Courses count towards the HSC but do not have an HSC exam and do not contribute towards the calculation of the ATAR. These include:

- Content Endorsed Courses
- VET Board Endorsed Courses
- School developed Board Endorsed Courses
- University developed Board Endorsed Courses

Vocational education and training (VET)

VET courses contribute towards the HSC credential and Australian Qualifications Framework (AQF) VET qualification. They are recognised by industry and employers throughout Australia. Board Developed VET courses have an optional HSC exam that means students who choose to sit the exam, the results may also contribute to the calculation of your ATAR.

Life Skills

Students with intellectual disability can pursue their HSC through Life Skills courses. They have specific entry requirements, and while they don't count towards an ATAR, students still need to meet general eligibility and study patterns to earn the HSC.

Exclusions – Board Developed Courses

In general, students may not study more than one 240-hour Board Developed course in the one subject for the Higher School Certificate (e.g. English (Advanced) and English (Standard), Music 1 and Music 2).

A number of subjects include a requirement for the development of project work for either internal or external assessment. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

● Industrial Technology



Students must be aware that they can only choose to study ONE subject in options within 'Industrial Technology'. At WHS we offer both Industrial Technology Timber and Industrial Technology Graphics.

● Languages

At WHS we offer French and Indonesian Continuers. Students interested in studying Languages need to speak with the Language Department to seek advice on the course they should attempt.

Exclusions:

A student may present for no more than one of the following languages: Croatian, Macedonian, Serbian or Slovenian.

Students may present for only one of Malay or Indonesian.



● Science

Students may study **one of, or any combination of**, the following Stage 6 Science courses:

- Biology
- Chemistry
- Earth and Environmental Science
- Physics

No more than seven units of courses in Science can contribute to HSC.



Australian Tertiary Admission Rank (ATAR)

The ATAR:

- is for students wishing to gain a place at a university
- is a rank **NOT** a mark
- provides information about how a student performs overall in relation to other students
- is calculated by the University Admissions Centre (UAC)
- is **NOT** calculated by NESA. For further information about the ATAR, please go to <https://www.uac.edu.au/>

Eligibility for an ATAR in NSW



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

- ✓ 10 units of Board Developed courses,
- ✓ 2 units of English,
- ✓ three Board Developed courses of 2 units or greater,
- ✓ four subject areas.

Your ATAR is then calculated from your:

- ✓ best 2 units English,
- ✓ best 8 units from your remaining subjects.

Some Board Developed Courses (BDC) and Vocational Education and Training courses (VET) can be subjects where the student sits the written exam component and can then be included in an ATAR.

Assessment and Reporting

The HSC uses a standard referenced approach to assessment and reporting. Each student will be assessed and examined against a level of achievement according to knowledge, skill and understanding.

The HSC will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement.

School based assessment will contribute to 50% of your HSC mark while the other 50% will come from the HSC examination.

Choosing your Senior School Subjects



There are rules to consider when choosing subjects:

- 1. Your abilities:** Choose subjects you are good at.
- 2. Your interests and motivation:** Choose subjects you are interested in, where you have already formed strong partnerships with the teachers.
- 3. Subject Requirements:** what expectations are there for learning that is to be attempted in that subject? Is there a large scale submitted project you will need to complete?
- 4. Your Future Goals:** If you are considering a tertiary course once you have completed school, it is important to investigate University or TAFE requirements before you make your subject choices for the Preliminary course. Our Careers Advisor can provide this information to you.
- 5. Finally, what is your pattern of study? Will you be eligible for the HSC?** Consider the requirements of the HSC as part of your decision-making process.

If you need further advice, speak with your Head teachers and/or the Careers Adviser.

Year 11 Course Fees

Our subjects attract fees which are a compulsory part of selecting that subject. There are some subjects that have additional costs for excursions, camps, equipment and optional tours that should also be taken into consideration. Some courses have mandatory outcomes achieved via camps or external course completion.

Subjects with compulsory fees in Year 11 will also attract compulsory fees in Year 12.

KEY:

BDC – Board Developed Course (NESA)

CEC – Content Endorsed Course (NESA)

BEC – Board Endorsed Course (NESA)

VET – Vocational Education Training (NESA)



Course	BDC / CEC BEC / VET	Faculty	Head Teacher	Compulsory Course Fees
English Standard	BDC	English	Mrs Mountakis	\$15.00
English Advanced	BDC	English	Mrs Mountakis	\$15.00
English Extension 1	BDC	English	Mrs Mountakis	\$10.00
English Extension 2	BDC	English	Mrs Mountakis	\$10.00
English Studies	BDC	English	Mrs Mountakis	\$15.00
Ancient History	BDC	HSIE	Mr Jacob	\$15.00
Biology	BDC	Science	Mr Plowman	\$40.00
Business Studies	BDC	HSIE	Mr Jacob	\$15.00
Chemistry	BDC	Science	Mr Plowman	\$40.00
Community & Family Studies	BDC	PDHPE	Mrs Smith (R)	\$50.00
Dance	BDC	CAPA	Mrs Cox	\$50.00
Design & Technology	BDC	TAS Home Economics	Mr George (R)	\$80.00
Drama	BDC	CAPA	Mrs Cox	\$50.00
Earth & Environment Science	BDC	Science	Mr Plowman	\$40.00
Economics	BDC	HSIE	Mr Jacob	\$15.00
Engineering Studies	BDC	TAS, Industrial Arts	Mr George (R)	\$15.00
Enterprise Computing	BDC	TAS, Industrial Arts	Mr George (R)	\$40.00

Course	BDC / CEC BEC / VET	Faculty	Head Teacher	Compulsory Course Fees
Food Technology	BDC	TAS, Home Economics	Mr George (R)	\$110.00
French Continuers	BDC	Languages	Miss Holliday	\$20.00
Geography	BDC	HSIE	Mr Jacob	\$15.00
Health and Movement Science	BDC	PDHPE	Mrs Smith (R)	\$50.00
History Extension	BDC	HSIE	Mr Jacob	\$15.00
Indonesian Continuers	BDC	Languages	Miss Holliday	\$20.00
Industrial Tech. Drawing	BDC	TAS, Industrial Arts	Mr George (R)	\$50.00
Industrial Tech. Wood	BDC	TAS, Industrial Arts	Mr George (R)	\$100.00
Legal Studies	BDC	HSIE	Mr Jacob	\$15.00
Mathematics Standard	BDC	Mathematics	Mr Donaghy (R)	\$20.00
Mathematics Advanced	BDC	Mathematics	Mr Donaghy (R)	\$20.00
Mathematics Extension 1	BDC	Mathematics	Mr Donaghy (R)	\$10.00
Mathematics Extension 2	BDC	Mathematics	Mr Donaghy (R)	\$10.00
Modern History	BDC	HSIE	Mr Jacob	\$15.00
Music	BDC	CAPA	Mrs Cox	\$80.00
Photography, Video & Digital Imaging	BEC	CAPA	Mrs Cox	\$100.00
Physics	BDC	Science	Mr Plowman	\$40.00
Society & Culture	BDC	HSIE	Mr Jacob	\$15.00
Sport, Lifestyle and Recreation	CEC	PDHPE	Mrs Smith (R)	\$150.00
Visual Arts	BDC	CAPA	Mrs Cox	\$100.00
VET - Construction	BDC	TAS, Industrial Arts	Mr George (R)	\$110.00
VET - Hospitality (Food and Beverage)	BDC	TAS, Home Economics	Mr George (R)	-\$40.00 F&B Uniform - \$180.00 Consumables F&B

BOARD DEVELOPED COURSES

English Standard

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: English (Advanced)

English (Extension)

English (Studies)

ATAR

Course Description

In the *English Standard Year 11 course*, students learn about language and literature by exploring and experimenting with the way 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, media and digital texts, 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.

Year 11 Course Content

Common Module: Reading to Write (40 hours)

Module A: Contemporary Possibilities (40 hours)

Module B: Close Study of Literature (40 hours)

HSC Course Content

Common Module: Texts and Human Experiences (30 hours)

Module A: Language, Identity and Culture (30 hours)

Module B: Close Study of Literature (30 hours)

Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A & B)

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

Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
The examination will consist of TWO written examination papers. Paper 1: Texts and Human Experiences 1 ½ hours Paper 2: Modules 2 hours	40%	Knowledge and understanding of course content	50%
	60%	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

The Year 12 formal school-based assessment program for English Standard reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material

Final modules and assessment requirements for the revised 2026 Stage 6 English syllabus are pending release. This course outline will be updated once confirmed.

Costs involved: There is a compulsory \$15.00 subject fee. **Excursion costs:** Approximately \$60.00

English Advanced

2 units for each of Preliminary and HSC

(Standard);

Board Developed Course

ATAR

Exclusions: English

English (Studies)

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 way 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 way 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.

Year 11 Course Content

Common Module: Reading to Write: Transition to Senior English (40 hours)

Module A: Narratives that Shape our World (40 hours)

Module B: Critical Study of Literature (40 hours)

HSC Course Content

Common Module: Texts and Human Experiences (30 hours)

Module A: Textual Conversations (30 hours)

Module B: Critical Study of Literature (30 hours)

Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)

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 Islander Peoples
- texts with a wide range of cultural, social and gender perspectives
- a wide range of additional related texts and textual forms
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
The examination will consist of TWO written examination papers. Paper 1: Texts and Human Experiences 1 ½ hours	40%	Knowledge and understanding of course content	50%
Paper 2: Modules 2 hours	60%	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

The Year 12 formal school-based assessment program for English Advanced reflects the following requirements:

- a maximum of four assessment tasks
 - the minimum weighting for an individual formal task is 10%
 - the maximum weighting for an individual formal task is 40%
 - one task may be a formal written examination with a maximum weighting of 30%
 - one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%
 - one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
 - assessment of the Common Module must integrate student selected related material
- Final modules and assessment requirements for the revised 2026 Stage 6 English syllabus are pending release. This course outline will be updated once confirmed.*

Costs involved: There is a compulsory \$15.00 subject fee. **Excursion costs:** Approximately \$60.00

English Extension 1

1 unit for each of Preliminary and HSC

Board Developed Course

Exclusions: English (Standard);
English (Studies)
ATAR

Prerequisites: (a) English (Advanced) Course

(b) Preliminary English Extension 1 Course is prerequisite for HSC English Extension 1 Course

Course Description

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

In the *English Extension 1 Year 12 course*, students explore, investigate, experiment with and evaluate the way texts represent and illuminate the complexity of individual and collective lives in literary worlds.

Year 11 Course Content

Module: Texts, Culture and Value (40 hours)

Related research project (20 hours)

HSC Course Content

Common module: Literary Worlds with ONE elective option (60 hours)

The electives are:

- Elective 1: Confessional Worlds
- Elective 2: Historical Worlds
- Elective 3: Hybrid Worlds
- Elective 4: Natural Worlds
- Elective 5: Shakespearean Worlds

Course Requirements

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

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

Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
The examination will consist of a written paper. Time allowed: 2 hours	50 marks	Knowledge and understanding of complex texts and of how and why they are valued Skills in complex analysis, sustained composition and independent investigation	50% 50%

The Year 12 formal school-based assessment program for English Extension 1 reflects the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be a creative response with a maximum weighting of 40%
- at least one task must integrate student selected related material

Costs involved: There is a compulsory \$10.00 subject fee.

Extension English Student Days: Approximately \$50.00

English Extension 2

1 unit for each of Preliminary and HSC

Board Developed Course

Exclusions: English (Standard);
English (Studies)
ATAR

Prerequisite: English Extension 1 Course

Course Description

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

HSC Course Content

Author and Authority (20 hours)

Major Work (40 hours)

(60 hours)

Course Requirements

In the English Extension 2 course students are required to:

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

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

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

Students can choose to compose in ONE of the following forms:

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia.

Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
The HSC examination will consist of an online written exam worth 40 marks and a Major work worth 20 marks. The marks for the Major work will be converted to a mark out of 60, giving a total mark out of 100 for the examination.	50 marks	Knowledge and understanding of significant literary ideas and approaches Skills in extensive independent investigation, analysis, synthesis and sustained composition	50% 50%

The Year 12 formal school-based assessment program for English Extension 2 reflects the following requirements:

Please note: Assessment will be based on the process of composing the Major Work. As part of that process, there will be three assessment tasks:

- a Viva Voce on the Major Work with a weighting of 30%
- a Literature Review on the Major Work with a weighting of 40%
- a formal written examination with a weighting of 30%
- *the Major Work journal should be submitted for monitoring with all tasks related to the Major Work*

Costs involved: There is a compulsory \$10.00 subject fee.

Extension English Student Days: Approximately \$50.00

English Studies

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: English (Standard);
English (Advanced);
ATAR

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 a Stage 6 Board Developed Course to be implemented with Year 11 from 2026
- From the 2019 HSC, students will be able to sit for an optional HSC examination and 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 if they have satisfactorily completed courses that comprise the pattern of study required by NESA
- 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 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.

Year 11 Course Content

Mandatory module –

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

HSC Course Content

- Narrative and Human Experiences
- Writing for purpose
- Elective focus areas

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

Assessment: HSC Course External Assessment	Marks	Assessment: HSC Course Internal Assessment	Weighting
The examination will consist of ONE written examination paper. Time allowed 2 ½ hours	70 marks	Knowledge and understanding of course content Skills in: comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50% 50%

The Year 12 formal school-based assessment program for English Studies reflects the following requirements:

a maximum of four assessment tasks:

- a critical response
- a creative response
- a formal written examination
- a weighting for any individual task of 10% to 40%.

Please Note: Entry to English Studies is by invitation only, commensurate with the number of students who are eligible.

Costs involved: There is a compulsory \$15.00 subject fee.

Ancient History

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

COURSE DESCRIPTION: Ancient History shares a common aim with all History – the development of an historical perspective on the present through a study of the past. The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. Students will also engage in ethical debates around the methods of excavating and preserving the past. Ultimately, students will develop broader knowledge and understanding of the skills and methods of the historian. These are skills which apply to anyone involved in research, critical thinking, evaluation, communication and report writing.

COURSE OUTLINE:

Preliminary Course

The Preliminary Course in Year 11 is an introduction to the way historians work with archaeological and written sources, followed by case studies from Greece, Near East, Egypt and Celtic Europe. This will include field work and university visits. Students will explore a range of ancient sites and archaeological finds to develop a broad understanding of past people and societies.

Topics covered:

- **The Nature of Ancient History**- Historical skills combined with a study of the treatment and display of human remains.
- **Case Studies and Features of Ancient Societies**- Thera (Greece), Persepolis (Near East), Deir el Medina (Egypt).
- **Historical Investigation**- Inquiry based student research.

HSC Course

The HSC Course involves a detailed study of two of these societies - of some of the famous people, their society and their key historical periods. The aim is for students to develop specialised knowledge of the key topics studied, and use this knowledge to communicate in a variety of forms.

- **Core: Cities of Vesuvius** – Pompeii & Herculaneum - 25%.
- **Ancient Societies** – one to be studied - Ancient Societies (Minoan Society) - 25%
- **Personalities & Their Times** – one personality to be studied (Xerxes) - 25%
- **Historical Periods** – one historical period to be studied (Greece – 500BC-440BC) - 25%.

HSC requires study from at least two of following areas – Egypt, Near East, Greece, Rome

Assessment:

Internal and external (HSC) assessment through a range of tasks including:

- Research
- Source analysis
- Oral and written communication

Costs Involved: There is a compulsory \$15.00 subject fee. One or two excursions each year costing approximately \$15.00 each.

Biology

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

Course Description:

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

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

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

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

COURSE OUTLINE:

Preliminary Course: The Preliminary Course incorporates the study of:

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

HSC Course: The HSC Course incorporates the study of:

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

Particular Course Requirements:

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

Year 11 & 12 Biology School-based Assessment Requirements

The components and weightings for Year 11 & 12 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 11 and 12 formal school-based assessment program is to reflect the following requirements:

- Three assessment tasks / maximum of 4 in Year 12
- The minimum weighting for an individual task is 20%
- The maximum weighting for an individual task is 40%
- One task may be a formal written examination
- One task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%
- The depth study task must assess:
 - The Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - A minimum of two additional Working Scientifically skills outcomes
 - At least one Knowledge and Understanding outcome.

Costs Involved: There is a compulsory \$40.00 subject fee. Excursion costs approximately \$100.00.

Business Studies

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

COURSE OUTLINE:

There are no previous course requirements needed to begin Business Studies - it is a whole, separate course for the Senior School. Business Studies students will be well equipped with the necessary knowledge, skills and attitudes to participate well in the business world. Those who wish to extend their studies by attending TAFE will receive advanced standing into TAFE courses, substantially reducing the amount of study required to receive qualifications after school. It is also a great lead in to Marketing, Accounting, Human Resources, and Business Management degrees for those thinking of university.

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

Preliminary Course

The Preliminary Course commences with an overview of the Australian business and extends into the management and process of establishing a business and the development of a Business Plan. In the Preliminary Course students complete a Business Research Task on an actual business.

HSC Course

The HSC Course examines four aspects of business.

- Operations
- Marketing
- Finance
- Human Resources

Business Studies provides a business education that will assist students in whatever employment or life situation that may develop after school. Many students have found that Business Studies helps their study of Economics when the two subjects are studied at the same time and vice versa.

HSC Assessment:

Assessment includes a three hour written exam composed of multiple choice, short answer and extended response questions. Internal Assessment for the HSC may include tests, exams, interpretation and application of case studies and stimulus-based skills.

Costs Involved: There is a compulsory \$15.00 subject fee.

Chemistry

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

Course Description:

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

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

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

Level of Skill Required:

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

Course Outline:

Main Topics Covered

Preliminary Course: The Preliminary Course incorporates the study of:

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

HSC Course: This incorporates the study of:

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

Practical Course Requirements:

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

Year 11 & 12 Chemistry School-based Assessment Requirements

The components and weightings for Year 11 & 12 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 11 and 12 formal school-based assessment program is to reflect the following requirements:

- Three assessment tasks / no more than 4 in Year 12
- The minimum weighting for an individual task is 20%
- The maximum weighting for an individual task is 40%
- One task may be a formal written examination
- One task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%
- The depth study task must assess:
 - The Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - A minimum of two additional Working Scientifically skills outcomes
 - At least one Knowledge and Understanding outcome.

Costs Involved: There is a compulsory \$40.00 subject fee. Excursion costs \$100 approximately.

Community & Family Studies

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

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

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). Youth and people with a disability are mandatory.
- **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 the lifespan.*
- **Social Impact of Technology - The impact of evolving technologies on individuals and lifestyle.**
- *Individuals and Work - Contemporary issues confronting individuals as they manage roles within both their family and work environments.*

Particular Course Requirements:

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

Assessment: HSC Course only

External Examination	Mark	Internal Assessment	Mark
Section I – Core Part A – Objective response questions Part B – Short-answer questions	20 55	Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none">• resource management• positive relationships• range of societal factors• nature of groups, families and communities	40
Section II – Options Candidates answer the question on the option they have studied. Each question contains: <ul style="list-style-type: none">• short-answer parts worth 10 marks• an extended response part worth 15 marks	25	Skills in: <ul style="list-style-type: none">• applying management processes to meet the needs of individuals, groups, families and communities.• planning to take responsible action to promote wellbeing.	25
		Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating.	35
	100		100

Costs involved: There is a compulsory \$50.00 subject fee.

Dance

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

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:

Preliminary Course:

Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

Components to be completed are:

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

HSC Course:

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

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

Particular Course Requirements:

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.

The published 'Course Prescriptions', which may change in total or in part every two years, indicate works to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance Solo dance and <i>Viva voce</i>	20	Core Performance	20
Core Composition Solo composition and <i>Viva voce</i> performed by another student	20	Core Composition	20
Core Appreciation A written examination: one hour	20	Core Appreciation	20
Major Study	40	Development of Major Study	40
<ul style="list-style-type: none"> • Major Study Performance <ul style="list-style-type: none"> - One solo dance and <i>Viva voce</i> or • Major Study Composition <ul style="list-style-type: none"> - One dance composition: group dance and <i>Viva voce</i> • Major Study Appreciation <ul style="list-style-type: none"> - written examination: 1 1/4 hours or • Major Study– Dance & Technology <ul style="list-style-type: none"> <u>Option 1:</u> Choreographing the Virtual Body Presentation of a choreographed work using 3D animation software and <i>Viva voce</i> or <u>Option 2:</u> Film and Video Presentation filmed and edited choreographed work and <i>Viva voce</i> 			
	100		100

Costs involved: There is a compulsory \$50.00 subject fee

Design & Technology

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

COURSE DESCRIPTION:

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques.

The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects, which involve the design, production and evaluation of a product, system or environment and include evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the Preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

Main Topics Covered:

Preliminary Course

Involves both theory and practical work in designing and producing, this includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

Particular Course Requirements:

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

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

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Section I: 1 ½ hour exam Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to refer to the Major Design Project and the Case Study.	40	Innovation and Emerging Technologies, including a compulsory case study of an innovation.	40
Section II: Major Design Project & Folio (proposal, project management, development & realisation evaluation). Based on product, system or environment.	60	Designing and Producing (which may include aspects of the Major Design Project)	60
	100		100

Costs Involved: There is a compulsory \$80.00 subject fee - plus cost of materials for the 2 mini design projects in Year 11 and the Major Design Project in Year 12.

Drama

2 units for each of Preliminary and HSC
Board Developed Course
ATAR

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:

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

Preliminary Course:

Content comprises an interaction between the components of Improvisation, Play-building and Acting (40%), Elements of Production in Performance (30%) and Theatrical Traditions and Performance Styles (30%). Learning comes from practical experiences in each of these areas.

HSC Course:

- Content - Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces (40%).
- The **Group Performance** (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills (30%).
- For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis (Portfolio of Theatre Criticism, Director's Folio, Applied Research Project) or Design (Costume, Set, Lighting), or Performance, or Script-writing, or Video Drama (30%).

Particular Course Requirements:

The Preliminary course informs learning in the HSC course.

In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

In preparing for the group performance, the published 'Course Prescriptions' include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course.

Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years.

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Costs involved: There is a compulsory \$50.00 subject fee.

Earth & Environmental Science

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

Description:

The study of the Earth and Environmental Science Course involves the study of the Earth and its processes. The course aims to provide learning experiences through which students will acquire knowledge and understanding about fundamental concepts related to planet Earth and its environments, the historical development of these concepts and their applications.

Course Structure and Requirements

Year 11 Course Structure and Requirements

Year 11 Course Structure and Requirements				
Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Earth's Resources	60	* 15 hours in Modules 1 - 4
		Module 2 Plate Tectonics		
		Module 3 Energy Transformation	60	
		Module 4 Human Impacts		

* 15 hours must be allocated to depth studies within the 120 indicative course hours.

Requirements for Practical Investigations

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- Undertaking laboratory experiments, including the use of appropriate digital technologies
- Fieldwork

Secondary-sourced investigations include:

- Locating and accessing a wide range of secondary data and/or information
- Using and reorganising secondary data and / or information.

One fieldwork exercise must be included in Year 11.

Year 12 Course Structure and Requirements

Year 12 Course Structure and Requirements				
Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Earth's Processes	60	* 15 hours in Modules 5 - 8
		Module 6 Hazards		
		Module 7 Climate Science	60	
		Module 8 Resource Management		

* 15 hours must be allocated to depth studies within the 120 indicative course hours.

Year 11 & 12 Earth and Environmental Science School-based Assessment Requirements

The components and weightings for Year 11 & 12 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 11 and 12 formal school-based assessment program is to reflect the following requirements:

- Three assessment tasks / no more than 4 in Year 12
- The minimum weighting for an individual task is 20%
- The maximum weighting for an individual task is 40%
- One task may be a formal written examination
- One task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%
- The depth study task must assess:
 - The Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - A minimum of two additional Working Scientifically skills outcomes
 - At least one Knowledge and Understanding outcome.

Costs Involved: There is a compulsory \$40.00 subject fee. Excursion costs may also include a Camp.

Economics

2 units for each of Preliminary and HSC
Board Developed Course

ATAR

COURSE DESCRIPTION: 2 units for each Preliminary and HSC.

PRE-REQUISITE SUBJECTS: Nil.

COURSE OUTLINE:

Economics is a board determined HSC subject. It is not an extension of Commerce but a completely new subject designed for senior students.

The syllabus has a 'problems and issues' approach, aiming to relate the content of economics to the economic problems and issues experienced by individuals and society.

The key issues are:

- | | |
|--|----------------------------------|
| 1. economic growth and quality of life | 2. unemployment |
| 3. inflation | 4. external stability |
| 5. distribution of income | 6. environmental sustainability. |

The focus of the Preliminary Course is on the practical problems and issues that affect individuals, firms and governments.

In the HSC Course, the problems and issues are studied in relation to the national, regional and global economies.

Preliminary Course

The Preliminary Course commences with an overview of the Australian economy and an introduction to Economics in general. The rest of Year 11 is devoted to looking at the five different aspects which make-up our economy. These are:

- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government and the Economy

HSC Course

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

HSC Assessment:

Assessment includes a 3 hour written exam composed of multiple choice, short answer and extended response questions. Internal Assessment for the HSC may include tests, exams, research, investigation, communication and stimulus-based skills.

Costs Involved: There is a compulsory \$15 subject fee.

Engineering Studies

2 units for each of Preliminary and HSC
Board Developed Course

ATAR

PURPOSE/AIM OF COURSE:

The Engineering Studies course offers a suitable preparation for the field of study of Engineering, Building, Architecture, Applied Science or allied fields at tertiary level. Students will develop an understanding of the scope of Engineering and the role of an engineer.

LEVEL OF SKILL REQUIRED: Intermediate or Advanced Mathematics is desirable.

PRE-REQUISITE SUBJECTS: Nil

COURSE OUTLINE:

This course is designed to further the student's interest in creative engineering. It provides an introduction to industrial processes and practices. It also attempts to develop an awareness of economic and environmental factors in and resulting from engineering. A study is made of engineering problems and solutions are sought through the meaningful application of the principals of engineering mechanics, materials science and graphics.

Engineering Studies syllabus structure

Preliminary Course modules: (*120 hours)

HSC Course modules: (*120 hours)

* Each module is 30 hours indicative time.

Engineering application: Module 1 Engineering fundamentals	Engineering application module: Civil structures
Engineering application: Module 2 Engineered products	Engineering application module: Personal and public transport
Engineering application: Module 3 Braking system	Engineering focus module: Aeronautical engineering
Engineering application: Module 4 Biomedical engineering	Engineering focus module: Telecommunications engineering

As part of each module students will study the materials that are used and solve mechanics problems associated with each module.

No new product can be manufactured or constructed unless an evaluation is first made of the components and the work they are required to perform. The stresses the component will bear and the energy it will transmit must be considered during the early stages of evaluation and planning. The material for each component must be carefully selected with due regard for its strength, durability, appearance, availability and resistance to wear. Analysis is the identification of an engineering problem and by using the criteria described above, attempt to solve the problem with a realistic solution.

EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT
HSC Examination 100%	Half Yearly & Trial HSC Exams, Engineering Reports, Graphics Tasks, and Bridge Construction Assignment.
100	100

HSC Assessment: HSC Examination

Costs Involved: There is a compulsory \$15.00 subject fee.

Enterprise Computing

2 units for each of Preliminary and HSC
Board Developed Course

ATAR

PURPOSE/AIM OF COURSE:

Course Description

The study of HSC Enterprise Computing enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

The Year 11 Course

- Interactive media and the user experience including the ubiquity of interactive media; capturing, storing and integrating data; and creating interactive media systems.
- Networking systems and social computing including introduction to human-centric computing; storage and workflow in enterprise networks; network architecture and infrastructure; and creating a network.
- Principles of cybersecurity including understanding privacy and security; security awareness; and cyber law and ethics.

The Year 12 Course

- Data science including collecting, storing and analysing data; data quality; and processing and presenting data.
- Data visualisation including using data to tell a story; interpreting data visualisations, designing for user experience; and creating data visualisations.
- Intelligent systems including systems and their applications; data and intelligent systems; and creating intelligent systems.
- Enterprise project.

LEVEL OF SKILL REQUIRED: Ability to learn new computing software packages to manipulate various data types for individual needs.

PRE-REQUISITE SUBJECTS: Nil **EXCLUSIONS:** Nil

COURSE OUTLINE:

The study of *Enterprise Computing 11–12* enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Main topics covered:

PRELIMINARY			HSC	
Component	Weighting	Tasks may include:	Component	Weighting
Interactive Media and the User Experience	20%	<ul style="list-style-type: none">• project work• essays• tests• oral presentations• portfolios of students' work• structured interview• student-teacher discussion• student logs and journal• practical assignments• practical mastery tests• student explanation and demonstration	Data Science	20%
			Data Visualisation	20%
Networking Systems and Social Computing	50%		Intelligent Systems	20%
Principles of Cybersecurity	30%		Enterprise Project	40%
Marks	100%		Marks	100%

Costs Involved: There is a compulsory \$40.00 subject fee.

Food Technology

2 units for each of Preliminary and HSC
Board Developed Course

ATAR

2 units for each of Preliminary and HSC.

EXCLUSIONS: Nil

COURSE DESCRIPTION:

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

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

Main Topics Covered:

Preliminary Course

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

HSC Course

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

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. 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 a mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

This course establishes a sound basis for career choices in the future providing links with employment in the Food and Hospitality Industries and with courses at TAFE and Universities such as Food Technology, Marketing, Applied Sciences, Dietetics and Nutrition.

Assessment: HSC Course only:

External Examination	Weighting	Internal Assessment	Weighting
A three-hour written examination	100	<ul style="list-style-type: none">• Knowledge and understanding of food technology.• Researching, analysing and communicating food issues• Skills in experimenting with & preparing food by applying theoretical concepts.• Skills in designing, implementing and evaluating solutions to food situations.	20 30 30 20
	100		100

Costs Involved: There is a compulsory \$110.00 subject fee and a Food industry excursion with an approximate cost of \$50.00.

French Continuers

2 units for each of Preliminary and HSC
Board Developed Course

ATAR

PRE-REQUISITE SUBJECTS: 200 - 300 hours study of the language or equivalent.

EXCLUSIONS: French Beginners

COURSE DESCRIPTION:

The Preliminary and HSC courses are organised around themes and associated topics. The student's skills in and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. The student will also gain an insight into the culture and language of French-speaking communities.

AIM OF THE COURSE:

The aims of the French Stage 6 Continuers Course are to develop student's:

- ability to use French to communicate to others
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between French and English and/or other languages
- potential to apply French to work, further study, training or leisure.

Themes covered:

- The individual - personal identity, friends, home, school life, relationships, leisure and lifestyle
- The French-speaking communities – daily life, arts and entertainment
- The changing world - tourism, the world of work, youth issues and current issues

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of different written material
- writing for a variety of purposes
- studying French culture through texts

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Speaking (10 minute conversation)	20	Speaking	20
Written examination (3 hours)		Listening and responding	25
Listening and responding	25	Reading and responding	40
Reading and responding		Writing in French	15
Part A	25		
Part B	15		
Writing in French	15		
	100		100

Cost Involved: There is a compulsory \$20.00 subject fee.

Geography

2 units for each of Preliminary and HSC
Board Developed Course

ATAR

PRE-REQUISITE SUBJECTS: Nil

COURSE OUTLINE:

The Preliminary course draws on recent developments in biophysical and human geography and refines students' knowledge and understanding about the world around them and ecological dimensions of geography. It uses enquiry and research to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of very recent geographical issues.

The HSC course enables students to understand and appreciate geographical perspectives about their world. It continues enquiry through fieldwork and a variety of case studies.

Preliminary Course

The Preliminary Course commences with a study of Earth's Natural Systems and Human Environment Interactions, with an emphasis on fieldwork, where we analyse the uniqueness and diversity of the Earth. This is followed by a study of People, Patterns and Processes.

The emphasis in Year 11 is for students to understand their geography with fieldwork excursions and relevant study of current issues which affect our local region. Each student is able through individual research, classroom activities, skill development and fieldwork to gain a deep appreciation of environmental issues which impact upon us at a local, national and global level. Student assessment based on research and communication will be assessed by a Geographical Investigation in the Preliminary Course.

The demand for people with geographic skills has increased in the workforce in areas such as tourism, land and property management, government departments like Water Resources, Mapping and in environmental sciences.

HSC Course

The HSC Course extends themes developed in Year 11. Three topics are studied:

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

HSC Assessment:

Includes a 3 hour written exam composed of multiple choice, short answer and extended response questions. Internal Assessment for the HSC includes fieldwork, research, interpretation, communication and stimulus-based skills.

Costs Involved: There is a compulsory \$15.00 subject fee.

Fieldwork is a compulsory part of both the year 11 and 12 courses. A minimum of three excursions will run with an estimated cost of \$30.00 each.

Health and Movement Science

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

COURSE DESCRIPTION: The Year 11 and 12 course is structured to provide students with opportunities to develop and apply their knowledge, understanding and skills of health and movement concepts.

The Year 11 course structure and requirements (120 hours) The Year 11 course comprises 4 components. Students are required to study all 4 components of the course.

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

Year 11	Year 12
<p><u>Health for individuals and communities-</u></p> <p>This focus area explores the meanings of health from different perspectives. Students investigate the interplay of the determinants influencing health and the indicators used to measure and evaluate health status. Health for Individuals and Communities has a focus on the health of young people, with students having the opportunity to research a selected health issue of interest. They analyse the skills needed to protect and enhance the health and wellbeing of themselves and others.</p>	<p><u>Health in an Australian and global context:</u></p> <p>Students explore how healthy Australians are by comparing the health status of Australians within and across population groups. Students evaluate the health status of Australians relative to other OECD countries and draw conclusions that could be applied to enhance the health of Australians. Some aspects of the Year 11 Health for Individuals and Communities content will be further investigated in this focus area, in particular the current health status of Australians, groups experiencing inequities in health and the United Nations Sustainable Development Goals.</p>
<p><u>The body and mind in motion:</u></p> <p>This focus area enables students to investigate how body systems influence and respond to movement and understand the interrelationships between these systems for efficient movement. Students develop an understanding of the role energy systems and types of training and training methods play and how the body physiologically adapts to training.</p>	<p><u>Training for improved performance:</u></p> <p>Students investigate the significance of Training for Improved Performance. This includes recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations.</p>
<p><u>Collaborative Investigation:</u> provides opportunities for students to develop knowledge and skills to support their own and others' health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers.</p>	<p><u>Depth studies (a minimum of 2):</u></p> <ul style="list-style-type: none">○ 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 skill outcomes, to be addressed in each depth study. <p>One depth study must be formally assessed as a school-based assessment task.</p>
<p>Depth studies</p> <ul style="list-style-type: none">○ (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○ a minimum of 2 Depth Studies○ knowledge and understanding, and skill outcomes, to be addressed in each depth study.	

Cost Involved: There is a compulsory \$50.00 subject fee

History Extension

1 unit for HSC (Only Year 12)

Board Developed Course

ATAR

PRE-REQUISITE SUBJECTS: *Ancient History or Modern History (Preliminary and HSC level)*

PURPOSE/AIM OF COURSE:

History Extension shares a common aim with all History – the development of an historical perspective on the present through a study of the past. Through the study of HSC History Extension students will

- Learn about significant historiographical ideas and process;
- Learn to design and undertake design, undertake and communicate historical inquiry;
- Develop greater appreciation for the way history has been recorded over time; the value of history for critical interpretation of contemporary work; and the contribution of historical studies toward lifelong learning.

History Extension is an excellent course which builds on the skills from the Ancient History and Modern History courses. It unpacks history in a more nuanced way. It is a subject for lifelong learning and workplace skills for any future career including project planning, research, communication and analysis of data. It requires reflection on a range of sources and perspectives which fosters appreciation for the diversity of our world and its people over time.

COURSE OUTLINE:

HSC Course

Part 1: Constructing History

Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:

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

Students use historical debates from one case study and a course book of historical readings to investigate the question, 'What is History?'

Part 2: History Project

Students **learn** the historical skills of;

- developing a proposal for an historical investigation
- locating, selecting, analysing, synthesising and evaluating information from a range of historical sources
- presenting research findings through a well-structured historical context.
- appropriate referencing
- preparing a bibliography
- reviewing key sources
- reflecting on processes and product

and apply these skills by designing and conducting their own historical investigation.

Assessment:

HSC assessment through a range of tasks including:

- Proposal of History Project including a process log & annotated source.
- Major Research Project, including a full bibliography
- HSC style examination

Costs Involved: There is a compulsory \$15.00 subject fee.

Indonesian Continuers

2 units for each of Preliminary and HSC
Board Developed Course

ATAR

PRE-REQUISITE SUBJECTS: 200-300 hours study of the language or equivalent.

EXCLUSIONS: Indonesian and Literature; Indonesian Beginners

COURSE DESCRIPTION:

The Preliminary and HSC courses are organised around themes and associated topics. The student's skills in and knowledge of Indonesian will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. The student will also gain an insight into the culture and language of Indonesian-speaking communities.

AIM OF THE COURSE:

The aims of the Indonesian Stage 6 Continuers Course are to develop student's:

- ability to use Indonesian to communicate to others
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between Indonesian and English and/or other languages
- potential to apply Indonesian to work, further study, training or leisure.

Themes covered:

- The individual - personal identity, friends, home, school life, relationships, leisure and lifestyle
- The Indonesian-speaking communities - cultural diversity, visiting Indonesia
- The changing world - tourism, the world of work, youth issues and current issues

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of different written material
- writing for a variety of purposes
- studying Indonesian culture through texts

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Speaking (10 minute conversation)	20	Speaking	20
		Listening and responding	25
Written examination (3 hours)		Reading and responding	40
Listening and responding	25	Writing in Indonesian	15
Reading and responding			
Part A	25		
Part B	15		
Writing in Indonesian	15		
	100		100

Cost Involved: There is a compulsory \$20.00 subject fee.

Industrial Technology – Drawing (Graphics Industries)

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

PURPOSE/AIM OF COURSE:

Industrial Technology Drawing is the study of technologies and industries that use Drawing and Design as a first step in the production and development of materials or finished products. Including 3D modelling, Architectural Design and Presentation techniques.

LEVEL OF SKILL REQUIRED: Ability to adapt and learn new computing software packages with a focus on designing and presenting individual projects.

PRE-REQUISITE SUBJECTS: Nil

EXCLUSIONS: Industrial Technology – Wood (Timber Products and Furniture Industries).

COURSE OUTLINE:

Preliminary Course

This syllabus offers students the opportunity to study the interrelationship of equipment, materials and skills. Graphics Industries studied could range from the single draftsman, to large Design/ Architectural companies. The technologies studied will range from basic pencil and drawing board to quickly embracing in the Industry Standard CAD tools and presentation software packages.

This course involves practical experience in a process of designing and drawing products so that students gain knowledge, skills and develop appropriate attitudes about the drawing and design. The Preliminary Course will involve developing drawing skills and doing a number of small Practical design projects.

HSC Course

Involves two main parts:

1. Major Work and Folio worth 60%. Students design and draw a major work of their own choice. The folio will show evidence of planning and management of the major project.
1. Theoretical Involvement worth 40%. This will be examined with the HSC examination. This theory will involve various forms of drawing and a study of the drawing industry.

EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT
60% Major Project (Practical) and Folio 40% HSC Examination	Half yearly and Trial Examinations, Industry Study and Course Specific Tasks.
100	100

Cost Involved: There is a compulsory \$50.00 subject fee.

Industrial Technology – Wood (Timber Products & Furniture Industries)

2 units for each of Preliminary and HSC
Board Developed Course

ATAR

PURPOSE/AIM OF COURSE:

This syllabus offers students the opportunity to study the interrelationship of equipment, materials and skills. Industries studied could range from the single craftsperson manufacturing individual items, to automated mass production lines. This course is concerned with the study of Timber and the wood industry. It involves practical experience in a process of designing and producing products in wood so that students gain knowledge, skills and develop appropriate attitudes about the wood industry through practical experience. The emphasis will be placed on the manufacture of quality wood projects.

LEVEL OF SKILL REQUIRED: Ability to work safely in the practical classroom

PRE-REQUISITE SUBJECTS: Nil

EXCLUSIONS: Industrial Technology – Drawing (Graphics)

COURSE OUTLINE:

Preliminary Course

The Preliminary Course will involve a number of small projects to help develop knowledge and skills in preparation for the HSC Course. Students will also study an overview of the Wood Industry.

HSC Course

The HSC Course involves two main parts: -

1. Major Work and Folio - worth 60%. Students design and construct a major work of their own choice. The folio will show evidence of planning and management of the major project.
2. Theoretical Involvement - worth 40%. This will be examined with a written examination during the HSC. The theory will include a study of wood, wooden products, tools and machines, wood finishing and a detailed study of the Wood Industry. The study of industry will be achieved by industry visits, excursions and visiting speakers.

HSC Assessment: 60% Major Project (Practical) and Folio
40% HSC Examination

EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT
60% Major Project (Practical) & Folio 40% HSC Examination	Half Yearly and Trial HSC Exams, Industry Study, and Course Specific Tasks.
100	100

Costs Involved: There is a compulsory \$100.00 subject fee, plus the cost of materials for Major Project.

Legal Studies

2 units for each of Preliminary and HSC
Board Developed Course

ATAR

PRE-REQUISITE SUBJECTS: Nil

PURPOSE / AIM OF COURSE:

- To understand how the legal system works in Australia and internationally.
- To prepare students for the workplace or tertiary study in legal or related business and other areas.

COURSE OUTLINE:

Legal Studies is a board determined HSC subject. It is not an extension of Commerce but a completely new subject designed for senior students. Legal Studies allows students to sample the law before entering courses at University. It also allows students to become more aware citizens through two years study of the legal system.

Preliminary Course

The Preliminary Course is not assessed for the HSC. It commences with an overview of the Australian Legal System and is devoted to looking at three main areas.

1. The legal system - examines basic legal concepts, sources of law, law reform and the law in action.
2. The individual and the law - study of our rights and responsibilities, mechanisms to resolve disputes, contemporary issues such as technology and the law
3. Law in practice - provides opportunity for students to choose and area of law from the first two sections and study it in greater detail.

HSC Course

The HSC Course comprises two compulsory core topics:

1. Crime - the nature of crime, the investigation and trial process, sentencing and punishment, young offenders and international crime.
2. Human rights – nature and development of human rights, promoting and enforcing human rights, study of a contemporary human rights issue.

Two optional focus studies / topics, chosen from

- | | |
|------------------------------------|-----------------|
| 1. Consumers | 5. Shelter |
| 2. Global environmental protection | 6. Workplace |
| 3. Family | 7. World order. |
| 4. Indigenous peoples | |

The key theme of the course is “How effective is the legal system?” The course heightens a student's awareness of Justice, Legal Processes and Institutions.

The course is structured to teach students about the law and not the law itself. Therefore, the level of difficulty of the course is suited to High School students.

HSC Assessment:

Assessment is based on a variety of tasks ranging from written reports to extended responses and multiple choice responses.

Costs Involved: There is a compulsory \$15.00 subject fee.

One excursion: visit to the Downing Centre in Sydney, costing approximately \$15.00 each.

Mathematics - Standard

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

The study of Mathematics Standard in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner.

Year 11 Course Structure and Requirements

The Year 11 course is organised in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

Year 11 Course (120 hours)	Mathematics Standard	
	Topics	Subtopics
	Algebra	MS-A1 Formulae and Equations MS-A2 Linear Relationships
	Measurement	MS-M1 Applications of Measurement MS-M2 Working with Time
	Financial Mathematics	MS-F1 Money Matters
	Statistical Analysis	MS-S1 Data Analysis MS-S2 Relative Frequency and Probability

Year 12 Course Structure and Requirements

The courses are organised into topics, with the topics divided into subtopics.

Year 12 Course (120 hours)	Mathematics Standard 1	
	Topics	Subtopics
	Algebra	MS-A3 Types of Relationships
	Measurement	MS-M3 Right-angled Triangles MS-M4 Rates MS-M5 Scale Drawing
	Financial Mathematics	MS-F2 Investment MS-F3 Depreciation and Loans
	Statistical Analysis	MS-S3 Further Statistical Analysis
	Networks	MS-N1 Networks and Paths

Year 12 Course (120 hours)	Mathematics Standard 2	
	Topics	Subtopics
	Algebra	MS-A4 Types of Relationships
	Measurement	MS-M6 Non-right angled Trigonometry MS-M7 Rates and Ratios
	Financial Mathematics	MS-F4 Investments and Loans MS-F5 Annuities
	Statistical Analysis	MS-S4 Bivariate Data Analysis MS-S5 The Normal Distribution
	Networks	MS-N2 Network Concepts MS-N3 Critical Path Analysis

BOTH COURSES are ATAR Courses

Mathematics Standard 2 course compulsory HSC examination

Mathematics Standard 1 course, if ATAR is required, has optional HSC examination

Costs Involved: There is a compulsory \$20.00 subject fee.

Mathematics - Advanced

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

The study of Mathematics Advanced in Stage 6 enables to enhance their knowledge and understanding of what it means to work mathematically, develop their understanding of the relationship between 'real world' problems and mathematical models and extend their skills of concise and systematic communication.

Year 11 Course Structure and Requirements

Year 11 Course (120 hours)	Mathematics Advanced	
	Topics	Subtopics
	Functions	MA-F1 Working with Functions
	Trigonometric Functions	MA-T1 Trigonometry and Measure of Angles MA-T2 Trigonometric Functions and Identities
	Calculus	MA-C1 Introduction to Differentiation
	Exponential and Logarithmic Functions	MA-E1 Logarithms and Exponentials MA-S2 Relative Frequency and Probability
	Statistical Analysis	MA-S1 Probability and Discrete Probability Distributions

Year 12 Course Structure and Requirements

This is organised in topics, with the topics divided into subtopics.

Year 12 Course (120 hours)	Mathematics Advanced	
	Topics	Subtopics
	Functions	MA-F2 Graphics Techniques
	Trigonometric Functions	MA-T3 Trigonometric Functions and Graphs
	Calculus	MA-C2 Differential Calculus MA-C3 Applications of Differentiation MA-C4 Integral Calculus
	Financial Mathematics	MA-M1 Modelling Financial Situations
	Statistical Analysis	MA-S2 Descriptive Statistics and Bivariate Data Analysis MA-S3 Random Variables

Mathematics is an ATAR Course with a compulsory HSC examination.

Costs Involved: There is a compulsory \$20.00 subject fee.

Mathematics – Extension 1

1 units for each of Preliminary and HSC

Board Developed Course

ATAR

The study of Mathematics Extension 1 in Stage 6 enables students to extend their knowledge and understanding of what it means to work mathematically, develop their skills to reason logically, generalise and make connections, and enhance their understanding of how to communicate in a concise and systematic manner.

Year 11 Course Structure and Requirements

Year 11 Course (60 hours)	Mathematics Extension 1	
	Topics	Subtopics
	Functions	ME-F1 Further Work with Functions ME-F2 Polynomials
	Trigonometric Functions	ME-T1 Inverse Trigonometric Functions ME-T2 Further Trigonometric Identities
	Calculus	ME-C1 Rates of Change
	Combinatorics	ME-A1 Working with Combinatorics

Year 12 Course Structure and Requirements

Year 12 Course (60 hours)	Mathematics Extension 1	
	Topics	Subtopics
	Proof	ME-P1 Proof by Mathematical Induction
	Vectors	ME-V1 Introduction to Vectors
	Trigonometric Functions	ME-T3 Trigonometric Equations
	Calculus	ME-C2 Further Calculus Skills ME-C3 Applications of Calculus
	Statistical Analysis	ME-S1 The Binomial Distribution

Mathematics Extension 1 is an ATAR Course with a compulsory HSC examination.

Costs Involved: There is a compulsory \$10.00 subject fee.

Mathematics – Extension 2

1 units for each of Preliminary and HSC

Board Developed Course

Prerequisite: Mathematics Extension 1 Course

ATAR

The study of Mathematics Extension 2 in Stage 6 enables students to extend their knowledge and understanding of working mathematically, enhance their skills to tackle difficult, unstructured problems, generalise, make connections and become fluent at communicating in a concise and systematic manner. Extension 2 Mathematics only runs in Year 12 (begins Term 4 Year 11).

KNOWLEDGE, SKILLS AND UNDERSTANDING

Students:

- develop efficient strategies to solve complex problems using pattern recognition, generalisation, proof and modelling techniques
- develop their knowledge, skills and understanding to model and solve complex and interconnected problems in the areas of proof, vectors and mechanics, calculus and complex numbers
- develop their problem-solving and reasoning skills to create appropriate mathematical models in a variety of forms and apply these to difficult unstructured problems
- use mathematics as an effective means of communication and justification in complex situations.

Course Structure and Requirements

Year 12 Course (60 hours)	Mathematics Extension 2	
	Topics	Subtopics
	Proof	MEX-P1 The Nature of Proof MEX-P2 Further Proof by Mathematical Induction
	Vectors	MEX-V1 Further Work with Vectors
	Complex Numbers	MEX-N1 Introduction to Complex Numbers MEX-N2 Using Complex Numbers
	Calculus	MEX-C1 Further Integration
	Mechanics	MEX-M1 Applications of Calculus to Mechanics

Costs Involved: There is a compulsory \$10.00 subject fee.

Modern History

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

PURPOSE/AIM OF COURSE: Modern History shares a common aim with all History – the development of an historical perspective on the present through a study of the past. The study of Modern History engages students in an investigation of the forces that have shaped the modern world, based on the analysis and interpretation of sources and perspectives. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them. Not only this, but students of Modern History develop broader knowledge and understanding of the skills and methods of the historian, skills which are highly transferrable. These are skills which apply to anyone involved in research, critical thinking, evaluation and report writing.

LEVEL OF SKILL REQUIRED: Willingness to read and research ability to understand questions and write logical answers.

PRE-REQUISITE SUBJECTS: Nil

COURSE OUTLINE:

Preliminary Course

The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies.

Modern History Preliminary Course 2019

1. Investigating Modern History	The Contestability of the Past	Perspectives on the past, including the bombing of Pearl Harbor by the Japanese.
2. Investigating Modern History	Case Studies List A	'Decline and Fall of the Romanov Dynasty'
3. Investigating Modern History	Case Studies List B	'The Bombing of Hiroshima and Nagasaki'
4. Historical Investigation	Case Studies / Own List A	'The Assassination of JFK'
5. The Shaping of the Modern World	Topic 5	'World War One'

HSC Course

1. Core Study	Power and Authority 1919-1946 in the Modern World (1 Term) – rise of dictatorships, Nazi Germany, and Foreign Policy of Germany and Japan in the 1940s.
2. National Studies	Russia and the Soviet Union 1917–1941 (1 Term)- Rise of the Bolsheviks and Stalin's Russia.
3. Peace and Conflict	The Cold War 1945-1991 (1 Term)
4. Change in the Modern World	Apartheid in South Africa 1960-1994 (1 Term) – continuity and change in the fight for Civil Rights incl. study of Nelson Mandela.

Assessment:

Internal and external (HSC) assessment through a range of tasks including: Source analysis, short answer responses, extended responses, and research-based tasks.

Costs Involved: There is a compulsory \$15.00 subject fee.

Music 1

2 units for each of Preliminary and HSC
Board Developed Course

ATAR

PRE-REQUISITE SUBJECTS:

EXCLUSIONS: Music 2

COURSE DESCRIPTION:

In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students will be given the opportunity to perform at events both at school and in the community.

Main Topics covered:

Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres. Some examples are: Rock Music, Music of the 20th and 21st Century, Music for Film, Television, Radio and Multimedia and Jazz Music.

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

Assessment: HSC Course

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece)	20 *	Core performance	10
Aural Skills examination (1 hour)	30	Core composition	10
		Core musicology	10
Electives:		Core aural	25
Three electives from any combination of:		Elective 1	15
* Performance (one piece)	20 *	Elective 2	15
* Composition (one submitted composition)	20 *	Elective 3	15
* Musicology (one <i>viva voce</i>)	20 *		
	100		100

* The written (Aural Skills) examination is worth 30 marks and the practical components (core performance and three electives) are each worth 20 marks. The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

Costs Involved: There is a compulsory \$80.00 subject fee.

Physics

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

Course Description:

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

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

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

Level of Skill Required:

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

Note 2: Physics should be studied concurrently with Mathematics Advanced

Course Outline:

Preliminary Course

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

HSC Course

This builds upon the Preliminary Course. It incorporates the study of:

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

Particular Course Requirements

Practical investigations are an essential part of the Physics Course and must occupy 70 hours across Year 11 and Year 12 course time. There will be 15 hours in Depth Studies in both Year 11 and Year 12.

Year 11 & 12 Physics School-based Assessment Requirements

The components and weightings for Year 11 and 12 are mandatory

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 11 and 12 formal school-based assessment program is to reflect the following requirements:

- Three assessment tasks
- The minimum weighting for an individual task is 20%
- One task may be a formal written examination
- One task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%
- The depth study task must assess:
 - The Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - A minimum of two additional Working Scientifically skills outcomes
 - At least one Knowledge and Understanding outcome.

Costs Involved: There is a compulsory \$40.00 subject fee.

Society & Culture

2 units for each of Preliminary and HSC
Board Developed Course

ATAR

COURSE DESCRIPTION: 2 units for each of Preliminary and HSC.

PRE-REQUISITE SUBJECTS: Nil

PURPOSE / AIM OF COURSE:

- To increase student understanding of their own and other societies and cultures in the world.
- To provide students with an understanding of their own place in society.

COURSE OUTLINE:

The course's central theme is the interaction of persons, society, culture, environment and time and how each of these shapes human behaviour.

This course, while valuable for all tertiary courses, is of particular value to those interested in sociology, psychology, politics, communication, human resources, tourism, hospitality and personnel management areas.

Preliminary Course

The Preliminary Course is **not assessed** for the HSC. It includes:

- *Introduction to nature of Society and Culture*
- *Personal & Social Identity* - covers coming of age; development of identity; adolescence in our own and other cultures.
- *Intercultural Communication* - a study of various types of communication in our own and other cultures.

HSC Course

The HSC Course is comprised of a core and two depth studies.

Core:

- *Social and Cultural Continuity and Change* - involves understanding of change in your own society compared to an overseas society.
- *The Personal Interest Project* - is externally examined and worth 40% of the final HSC mark. Students, with close teacher guidance, can research any topic of their interest which relates to society.

Depth Studies: – Two to be chosen from:

- *Popular Culture* - study of a popular culture such as rock, surfing and film both in Australia and overseas.
- *Belief System* - relationship of belief systems and ideologies to culture.
- *Social inclusion and exclusion* - implications of inclusion and exclusion on different groups in society.
- *Social conformity and non-conformity* - formation of attitudes and behaviours by groups and the role of conformity in our society.

HSC Assessment:

Includes a two-hour written exam and the Personal Interest Project. Internal assessment for the HSC may include tests, exams and written interpretation and application of case studies.

Costs Involved: There is a compulsory \$15.00 subject fee.

One or two excursions costing approximately \$30.00.

Visual Arts

2 units for each of Preliminary and HSC

Board Developed Course

ATAR

EXCLUSIONS BETWEEN BOARD ENDORSED & THE BOARD DEVELOPED VISUAL ARTS COURSE:

Ceramics – Ceramic forms produced in Ceramics cannot be submitted as a Visual Arts Body of Work.

Furnishing – the Furnishing Integrated project(s) cannot be used as a Body of Work

Photography – Photographic projects developed in Photography, Video & Digital Imaging cannot be submitted as a Visual Arts Body of Work.

Visual Design – Products developed cannot be used as a Body of Work in Visual Arts

COURSE DESCRIPTION:

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'Body of Work' in the HSC course. The Body of Work reflects students' knowledge and understanding about artmaking practice and demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broad, allowing students to explore a range of media and techniques in their artmaking. The HSC course provides for deeper, increasingly more independent investigations.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students new to Visual Arts

Main Topics Covered:

Preliminary Course learning opportunities focus on:

- The nature of practice in artmaking, art criticism and art history through different investigations.
- The role and function of artists' artwork, the world and audiences in the art world.
- The frames and how students might develop their own informed points of view.
- How students may develop meaning and focus and interest in their work.
- Investigate a range of art forms in order to develop skills and identify strengths.

HSC Course learning opportunities focus on:

- How students may develop their own informed points of view in increasingly more independent ways.
- How students may develop their own practice of artmaking, art criticism and art history applied to selected areas of interest.
- How students may learn about the relationships between artist, artwork, world, audience within the art world.
- Developing their own ideas to form a body of work in an expressive form of their choice.

Particular Course Requirements:

Preliminary Course

- artworks in at least 2 forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

HSC Course

- development of a body of work and use of a process diary
- a minimum of 5 Case Studies
- deeper more complex investigations of ideas in art criticism and art history.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

Costs Involved: There is a compulsory \$100.00 subject fee (includes a workshop)

CONTENT ENDORSED COURSES

Sports, Lifestyle and Recreation

2 units for each of Preliminary and HSC
Content Endorsed Course

Non ATAR

COURSE DESCRIPTION:

The Sport, Lifestyle and Recreation course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.

The Sport, Lifestyle and Recreation course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. Students are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. The program provides a balance between offering experience in a range of movement contexts and the opportunity to specialise in a specific sport or recreational activity.

The areas of sports science, physical education and human movement present viable post-school study and career pathways. This course provides a sound platform for further study and may offer some credit transfer opportunities into TAFE. The Sport and Recreation industry is a major growth industry and, in this course, students will gain an understanding and appreciation of the vocational possibilities in this area.

Sport, Lifestyle and Recreation allows flexibility to allow students to specialise in areas of interest that are not available in the Stage 6 PDHPE syllabus. The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Schools can select from these modules to develop programs that respond to student needs and interests.

Course structure:

2 units over two years, 120 hours year 11 plus 120 hours HSC with 6-9 modules studied. The modules in Sport, Lifestyle and Recreation include:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sport Application I
- Games and Sport Application II
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sport Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sports
- Sports Administration
- Sports Coaching and Training

Sport, Lifestyle and Recreation is suited to students who are interested in health, physical activity and performance. It meets the needs of the increasing number of students completing senior school who require a two unit course to finalise their suite of courses.

This course provides an alternative to the more academically demanding 2 Unit PDHPE course, but may also be studied in addition to that course. This allows students with strong interests in this area to supplement their study of the 2 Unit course with further related theoretical, and particularly, practical experiences.

COSTS INVOLVED: There is a compulsory \$150.00 subject fee.

BOARD ENDORSED COURSE

Photography, Video & Digital Imaging

2 units for each of Preliminary and HSC
Board Endorsed Course

Non ATAR

EXCLUSIONS:

There are no pre-requisites for studying the Photography, Video and Digital Imaging course.
Many Photography students assemble a portfolio of their work for entry into TAFE and university courses.

COURSE DESCRIPTION:

This thematic program accommodates students of all abilities and experience with photography and film. Themes and projects include: Vintage, Creepy, Film Noir, Schlock horror, Cybergirl, the Mad Hatter, Confectionary, and Colour in the City.

The greater emphasis of this course is on camera technique, digital imaging and video production. The study of photography and film will inform their own photographic practice.

Photography, Video and Digital Imaging offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved.

There is an emphasis in building up a professional portfolio, to assist students in their application for photographic, design and art courses at TAFE and university.

Traditional darkroom (wet) photography:

Students learn about film cameras, how to operate enlargers and print their own photographs. They will explore photographic icons from history and recent images.

Digital Photography/Digital Imaging:

Students explore the digital SLR camera in the studio and on location. They work to improve their skills in composition and lighting as well as the more creative possibilities of using the digital SLR camera, for example: long exposures, light painting, HDR, and tilt shift. Students explore the creative potential of Adobe Photoshop, the software used in the advertising and design industry. They will work on projects ranging from surreal imagery and layered creative montages to graphic design projects such as posters, packaging, books and advertising.

Video:

Students explore the creative possibilities of film production. They learn to operate cameras and use video editing software (mainly Adobe Premiere Pro) to add special effects, transitions, titles and layers of sound. Some of the project choices include: TV commercials, music videos, documentaries, animations and short films, including 'The Creepy Film' shot on location. Students explore classic cinema and more contemporary 'art house' films.

In the HSC Course students are given the opportunity to work on an independent project for their final term. This allows them to maximise their interests and potential in their chosen fields.

The following components and weightings apply:

Making Photographic and video works	70%
Critical and Historical Studies	30%

Costs Involved: There is a compulsory \$100.00 subject fee

VOCATIONAL EDUCATION AND TRAINING COURSES

BOARD DEVELOPED COURSES

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). 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.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia 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.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school 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.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements, and the course is suitable for their individual needs, knowledge and skills.

Construction Course Descriptor

2026 Construction Course Descriptor

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

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

Course: Construction

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: \$110

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

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

Hospitality Course Descriptor

2026 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

- customer service skills
- teamwork
- organisational skills
- adaptability
- critical thinking
- problem solving

Examples of occupations in the hospitality industry

- food and beverage attendant
- restaurant host/hostess
- function attendant
- espresso coffee machine operator
- receptionist
- barista and café service

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: \$180 and \$40 uniform

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 and Training (EVET)

Students in Years 11–12 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.

VET is dual-accredited, providing students with recognition towards both their school HSC qualification and a nationally recognised VET qualification. EVET courses are endorsed by NESA for inclusion in the HSC.

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 mostly count for 4 units of HSC credit, include 70 hours of mandatory work placement, have an optional HSC examination and can contribute towards the 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 the Higher School Certificate. These courses include, but are not limited to, 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.

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 e.g. 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.

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

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.

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.

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.

Apply: The closing date for 2026 EVET applications will be in Term 3 (the exact date is yet to be finalised) 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

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 several 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

Private RTOs - other RTO’s who deliver EVET courses are also available.

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

