

Maclean High School

Year 11 Course Selection 2025

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PRINCIPALS MESSAGE

Selecting subjects for Stage 6 is an exciting time in the academic journey for our students. It is an opportunity to refine our skills, follow our passions and start preparing for further study, work and life beyond the school gate.

Maclean High School boasts a strong tradition of success in a broad range of subjects. Whatever a student's passion, we provide a course pathway that allows them to achieve their personal best. Within this booklet is a synopsis of all courses we hope to offer at this school. There can be no guarantee, however, that all these courses will run. Student selection will determine which courses run and which courses are unable to be sustained.

There are now many pathways to successful completion of Year 12 and students should be aware of the multiple options that now exist in the final years of secondary schooling. Please take careful note of ATAR, non-ATAR, Vocational Education Training (VET) and major work courses. Understanding the distribution of these courses across your study load is important in planning your subject pathway. Reach out to your teachers, Head Teachers, Deputy Principal and Careers Advisor for the most relevant advice.

When making your choices, ensure you consider all the factors:

- Does this subject align with my strengths?
- Am I passionate about the content?
- Does it connect with my possible future plans beyond school?
- Am I prepared for the study expectations of this course?
- Are there additional components I need to be aware of? (Work placement, major works and/or competencies?)
- Have I sought the relevant advice from the experts within our school?

Ensure that you are not making choices purely based on what your friends are doing or only one degree or certification pathway. You want to ensure you open as many doors as possible and Stage 6 is a great way to start pursuing your interests and firming up your plans. Please remember that once you commence your Stage 6 pattern of study, it is not always possible to change subjects. Many Year 12 subjects have Year 11 pre-requisites and so we want to ensure you are committed to seeing these subjects to the end.

I have every confidence that your teachers have put you in good stead to achieve your personal best over the next two years. Maclean High School is a place that fosters excellence by creating opportunities. I challenge you to take this opportunity and turn it into a positive academic experience.

Good luck.



James Witchard

Principal

INFORMATION ABOUT THE HSC

This is your introduction to the HSC and the many options now available. For more detailed information, please refer to the NSW Department of Education Website:

<https://ace.nesa.nsw.edu.au/ace-8005>

THE HIGHER SCHOOL CERTIFICATE

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests, and goals.
- Courses will be linked to further education and training.
- Extension courses will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.
- The HSC includes life skills courses for students with special education needs.
- The HSC will fairly assess each student's knowledge and skills.
- For each course you will receive easy-to-understand reports which contain much more information. These reports provide clearer indications of what you have demonstrated you know, understand, and can do in each course.
- To be awarded the HSC at the completion of Year 12 from 2020 onwards (Year 11 2019), students must have met the HSC and possess the skills that are essential for success in learning and life after school. Students will show they have met the HSC minimum standard by passing minimum standard online tests. There are three online tests corresponding with the minimum standards in reading, writing and numeracy. Students master basic skills at different stages so there are multiple opportunities available to pass the tests, from Year 10 until a few years after Year 12. The school will communicate with families and provide opportunities to sit the online tests and develop their skills in preparation. Students will have two opportunities per year to pass each online test.
- More information about the HSC minimum standard can be found on the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in Years 11 and 12.

Board Developed Courses

These courses are developed by NESA. There is a syllabus for each course which contains: the course objectives, structure, content, and outcomes.

- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines.
- the performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses.

These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

The Board Endorsed courses that Maclean High School offers have syllabuses that cater for areas of special interest not covered in the Board Developed Courses.

Many HSC VET (Vocational Education and Training) courses delivered by TAFE are Board Endorsed courses. Some TAFE Board Endorsed Courses are one-year courses e.g. Beauty Therapy and Hairdressing.

There is no external examination for any Board Endorsed Course, but all Board Endorsed Courses count towards the High School Certificate and appear on the Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR (University Ranking).

Special education (Life Skills)

If you have special education needs, you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses, and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

Vocational Education and Training (VET)

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

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you.

School Based Traineeships and Apprenticeships are linked to VET Courses.

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units.

Each unit involves class time of approximately 2 hours per week (60 hours per year).

In the HSC each unit has a value of 50 marks. Hence a 2-unit course has a value of 100 marks. At Maclean High School:

2 Units = 9 x 50-minute periods per fortnight = 100 mark

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

2 UNIT COURSE

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

EXTENSION COURSE

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

English and Mathematics Extension Courses are available at Year 11 and Year 12 levels. Students must study the Year 11 extension course in these subjects before proceeding onto the two Year 12 extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

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

REQUIREMENTS FOR THE AWARD OF HSC

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

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

- 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.
- If you wish to undertake an ATAR pathway, any course the school offers, for which there is a formal HSC examination in 2025, can be used to calculate your ATAR. For more information please go to the address below.
<https://www.uac.edu.au/future-applicants/atar/atar-courses>
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

ASSESSMENT AND REPORTING

The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

Teachers are being provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

The other 50% will come from the HSC examination.

Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50.

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

The HSC Testamur

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

The Record of Achievement

This document lists the courses you have studied and reports the marks and bands you have achieved.

Course Reports

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

TAFE AND HIGHER SCHOOL CERTIFICATE

TVET COURSES

There are a number of TAFE delivered VET courses that contribute to your Year 11 and Year 12 study and carry accreditation by the NESAS, TAFE and in some instances VETAB (see TVET Booklet).

UNIVERSITY ENTRANCE AND THE HSC

Places in University courses are allocated based on the Australian Tertiary Admission Rank (ATAR). Applicants for any course are ranked in order of results and counted down from top to bottom until the quota is met.

Some terms you need to know if contemplating University study:

Course Prerequisites

Some courses require that students have achieved a prescribed standard in a specific HSC subject. If students have not completed the subject, they will not be eligible for entry to that particular course.

Subject Prerequisites

As above, however, a student may still achieve entry to the University course but may be unable to participate in the related subject area at university level.

Assumed Knowledge

This is a level of achievement in a specified subject at NSW HSC (or equivalent) level considered desirable for successful study in a course.

If students do not have the assumed knowledge but do have a suitable ATAR they may still be selected for the course. Such students may be placed at a considerable disadvantage.

Recommended Studies

These are NSW HSC (or equivalent) subjects and levels. A background of study in this subject will assist students in their chosen course. It is neither required for admission or assumed as being held on commencement of studies.

Additional Selection Criteria

These are compulsory requirements in addition to, or instead of, normal entry requirements. Examples include interviews, auditions, portfolios, supporting statements, questionnaires, tests etc.

COURSE SELECTION -THE ATAR IN BRIEF

Admission to most courses is based on performance in the HSC. When you receive your HSC results from NESA you will also receive a separate notice, the Australian Tertiary Admission Rank (ATAR) advice, issued by UAC.

The ATAR is a scale between 0 and 99.95 that indicates your rank in the state, relative to all other candidates who were in Year 12 with you. Top scores will receive a rank of 99.95 and all other candidates will be ranked below this number.

The ATAR is based on the best 10 units in Board Developed HSC Courses with the following restrictions:

- 2 units of English must be included.

WHO GETS AN ATAR?

Every candidate for the HSC gets an ATAR advice notice. However, not all ATAR advice notices will include a rank. This depends on your pattern of study and whether you request an ATAR or not.

COURSE SELECTION

Students and parents often ask for advice as to which courses students should select to obtain the best results.

The answer is simple – Choose the subject that they are most interested in.

A student is always going to achieve better results in a subject in which they are interested and motivated. This will flow through to HSC results and future career pathways.

It is possible to score good marks in any subject if the student could score those marks in the first place. The system is such that two students of equal general academic ability who take different sets of courses and perform to their ability will receive a similar ATAR. Therefore, be realistic and listen to the advice given by your subject teachers when choosing subjects.

WHO CAN HELP WITH SUBJECT CHOICE?

- Subject Teachers & Head Teachers can advise you on course requirements, content, and your potential to cope with that course.
- The Careers Adviser Miss Fisher can help you with requirements for tertiary study and employment as well as assistance with decision making.
- The Deputy Principals, Mrs Carle & Mrs Graham, for information on the rules and requirements for the HSC.
- The School Counsellor can help you with any problems related to study, home life and monetary assistance.
- Your Year Adviser Anthony Mitchell can provide overall support and direction.
- Parents can help by supporting and listening to you. If parents need more information, they can contact the school and arrange an appointment with a relevant contact person.

WHAT RESEARCH DO YOU NEED TO DO?

Discuss subject content and requirements with senior subject teachers and students.

Investigate career and employment opportunities, appropriate training courses at University, TAFE and other training providers.

Read the following books to gain specific information:

- UAC Guide (NSW Universities)
- QTAC Guide (Queensland Universities).

Look up the following websites:

www.jobguide.education.gov.au

www.myfuture.edu.au

www.tafensw.edu.au

Of particular use:

- www.uac.edu.au
- Media and Publications
- Publications
- Publications about undergraduate study
- Scroll down to school students 'University Entry Requirements 2025 for Year 10 Students'

Talk to employers, students and tertiary personnel.

STUDENTS CAN UNDERTAKE THE FOLLOWING OPTIONS AT MACLEAN HIGH SCHOOL

HSC

HSC + ATAR

HSC + VET Courses

HSC + ATAR + VET Courses

It is important that students choose wisely and allow for changes in future goals.

COURSE CODING - Throughout this booklet the following codes have been used to help make the best subject choices.

*****	High academic requirements. High level literacy and/ or numeracy
****	Substantial academic requirements; essay writing, detailed analysis and or calculations
***	Academic requirements suited towards student interest
**	Some academic requirements suited to areas of interest. Suited towards Vocational Pathway
*	Life Skills courses are available in most courses other than VET
⌘	YEAR 12 major work, performance or project marked by external markers Term 3 of YEAR 12 year contributes major percentage of HSC mark.

Subject	Units	Codes
English Advanced	2	*****
English Extension 1	1	*****
English Extension 2	1	*****
English Standard	2	****
English Studies	2	**
Mathematics Standard 1	2	***
Mathematics Standard 2	2	****
Mathematics Advanced	2	*****
Numeracy Stage 6	2	**
Mathematics Extension 1	1	*****
Biology	2	****
Chemistry	2	*****
Earth and Environmental Science	2	***
Investigating Science	2	
Physics	2	*****
Science Extension –Year 12 Only	1	*****
Ancient History	2	****
Business Studies	2	****
Geography	2	
Languages Beginners-Italian or French	2	
Modern History	2	****
Drama	2	****✘
Photography and Digital Imaging	2	
Music 1	2	****✘
Visual Arts	2	****✘
Community and Family Studies	2	
Health and Movement Science	2	

Sport, Lifestyle and Recreation	2	
Work Studies	2	**
Enterprise Computing	2	
Food Technology	2	
Industrial Technology Timber	2	
Textiles and Design	2	
Certificate 2 in Pathways		
Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways		
Certificate II in Hospitality Construction		
AHC20122 Certificate II in Agriculture		
SIS30521 Certificate III in Sport Coaching		

COURSE AND CODE	ENGLISH ADVANCED
COURSE DESCRIPTION	In the English Advanced course, students explore opportunities offered by challenging texts to investigate complex and evocative ideas and to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature. The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives.
WHAT STUDENTS LEARN	<p>Year 11 Course: (120 hours)</p> <ul style="list-style-type: none"> • Common module – Reading to Write (40 indicative hours) • Module A: Narratives that Shape our World (40 indicative hours) • Module B: Critical Study of Literature (40 indicative hours) <p>Text Requirements</p> <ul style="list-style-type: none"> • There are no prescribed texts for Year 11 • Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. • The Year 11 course requires students to support their study of texts with their own wide reading. <p>Year 12 Course (120 hours)</p> <ul style="list-style-type: none"> • Common module – Texts and Human Experiences (30 indicative hours) • Module A: A Textual Conversations (30 indicative hours) • Module B: Critical Study of Literature (30 indicative hours) • Module C: The Craft of Writing (30 indicative hours) <p>Optional: This module may be studied concurrently with the common module and / or Modules A and B</p> <p>Text Requirements</p> <p>Students are required to closely study four prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • Shakespearean dreams • Prose fiction • Poetry OR drama <p>The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.</p> <p>The selection of texts for Module C: <i>The Craft of Writing</i> may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the Common Module: Texts and Human Experiences.</p>
COURSE REQUIREMENTS	<p>For the Year 11 English Advanced course students are required to:</p> <ul style="list-style-type: none"> • complete 120 indicative hours • complete the common module as the first unit of work. • complete Modules A and B <p>For the Year 12 English Advanced course students are required to:</p> <ul style="list-style-type: none"> • complete the Year 11 course as a prerequisite. • complete 120 indicative hours • complete the common module as the first unit of work. • complete modules A, B and C over the course year
CONTACT	ENGLISH FACULTY

COURSE AND CODE	ENGLISH EXTENSION 1
COURSE DESCRIPTION	<p>The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts from a broad range of literature and a range of contexts, they refine their understanding and appreciation of the cultural roles and significance of these texts. Students could pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake intensive investigation to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think relatively and critically about the way that literature shapes and reflects the global world. The course is designed for students with a n interest in literature and a desire to pursue specialised study of English.</p>
WHAT STUDENTS LEARN	<p>Year 11 course-(60 hours)</p> <ul style="list-style-type: none"> • Module: Texts, Culture and Value (40 Indicative hours) • Related research project-This project may be undertaken concurrently with the module Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. <p>Text Requirements Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as a part of their independent project.</p> <p>Year 12 course -(60 hours)</p> <ul style="list-style-type: none"> • Common module: Literary Worlds with ONE elective option <p>Text Requirements</p> <ul style="list-style-type: none"> • The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts. • Students are required to study at least TWO related texts
COURSE REQUIREMENTS	<p>For the Year 11 English Extension course students are required to:</p> <ul style="list-style-type: none"> • complete 60 indicative hours • undertake the common module. • undertake the related independent research project. <p>For the Year 12 English Extension 1 course students are required to:</p> <ul style="list-style-type: none"> • complete the Year 11 English Extension course as a prerequisite. • complete 60 indicative hours • undertake ONE elective option from the common module.
CONTACT	ENGLISH FACULTY

COURSE AND CODE	ENGLISH EXTENSION 2
COURSE DESCRIPTION	The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. Through the experimentation with and exploration of form, style and media students express complex concepts and values in innovative, insightful and powerful ways. The creative process involves the exploration and expression of complex human experience, connects individuals to wider visions and perspectives and enhances a student's enjoyment of literature and the aesthetics of language. This course provides students with the opportunity to apply and extend research skills developed in the English Extension Year 11 course to their own extensive investigation and develop autonomy and skills as a learner and composer. English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace. The course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.
WHAT STUDENTS LEARN	<p>Year 12 course – (60 hours)</p> <ul style="list-style-type: none"> • a Viva Voce weighting 30% • a Literature Review 40% • Critique of the Creative Process 30% <p>Text Requirements</p> <p>Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.</p>
COURSE REQUIREMENTS	<p>For the Year 12 English Extension 2 course students are required to:</p> <ul style="list-style-type: none"> • be undertaking study of the Year 12 English Extension 1 course. • complete 60 indicative hours • complete a Major Work and Reflection Statement • document coursework in a Major Work Journal
CONTACT	ENGLISH FACULTY

COURSE AND CODE	ENGLISH STANDARD
COURSE DESCRIPTION	The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social, and vocational lives. The English Standard course provides students who have a diverse range of literacy skills with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing, and representing. The course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They further develop skills in literacy, and independent, collaborative, and reflective learning.
WHAT STUDENTS LEARN	<p>Year 11 course-(120 hours)</p> <ul style="list-style-type: none"> • Common module – Reading to Write: Transition to Senior English • Module A: Contemporary Possibilities • Module B: Close Study of Literature <p>Text Requirements There are no prescribed texts for Year 11 Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film). Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, non-fiction, film, media and digital texts. The Year 11 course requires students to support the study of texts with their own wide reading.</p> <p>Year 12 course-(120 hours)</p> <ul style="list-style-type: none"> • Common module – Texts and Human Experiences • Module A: Language, Identity and Culture • Module B: Close Study of Literature • Module C: The Craft of Writing-Optional: This module may be studied concurrently with the common module and / or Modules A and B <p>Text Requirements Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • prose fiction. • poetry OR drama • film OR media OR nonfiction. <p>The selection of texts for Module c: <i>The Craft of Writing</i> does not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in the Common module: Texts and Human Experiences.</p>
COURSE REQUIREMENTS	<p>For the Year 11 English Standard Course, students are required to:</p> <ul style="list-style-type: none"> • complete 120 indicative hours • complete the common module as the first unit of work. • complete Modules A and B <p>For the Year 12 English Standard course students are required to:</p> <ul style="list-style-type: none"> • complete the Year 11 course as a prerequisite. • complete 120 indicative hours • complete the common module as the first unit of work. • complete modules A, B and C over the course of the year.
CONTACT	ENGLISH FACULTY

COURSE AND CODE	ENGLISH STUDIES
COURSE DESCRIPTION	The English Studies course is designed to provide students with opportunities to become competent, confident, and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.
WHAT STUDENTS LEARN	<p>Year 11 course -(120 hours)</p> <ul style="list-style-type: none"> • Mandatory module - Achieving through English: English in education, work and community. • An additional 2 - 4 modules to be studied. <p>Additional requirements -In Year 11 students are required to:</p> <ul style="list-style-type: none"> • be involved in planning, research and presentation activities as part of one individual and/or collaborative project. • develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year. • engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. <p>Year 12 course- (120 hours)</p> <ul style="list-style-type: none"> • Mandatory common module – Texts and Human Experiences • An additional 2 - 4 modules to be studied <p>Additional requirements -In Year 12 students are required to:</p> <ul style="list-style-type: none"> • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year • engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.
COURSE REQUIREMENTS	<p>For the Year 11 English Studies course:</p> <ul style="list-style-type: none"> • students complete 120 indicative hours. • students study the mandatory module, achieving through English: English in education, work, and community. • students complete the mandatory module, achieving through English, as the first unit of work • students complete an additional 2-4 modules from the elective modules. <p>For the Year 12 English Studies course:</p> <ul style="list-style-type: none"> • students complete the Year 11 Course as a prerequisite. • students complete 120 indicative hours. • complete the mandatory common module – Texts and Human Experiences as the first unit of work. • students complete an additional 2-4 modules from the elective module provided. <p>Record of School Achievement (RoSA) and Higher School Certificate (HSC) 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.</p>
CONTACT	ENGLISH FACULTY

COURSE AND CODE	MATHEMATICS STANDARD			
COURSE DESCRIPTION	Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.			
WHAT STUDENTS LEARN	<p>Year 11 course</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> • Applications of Measurement • Working with Time <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Money Matters <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Data Analysis • Relative Frequency and Probability <p>Year 12 course</p> <table border="1" data-bbox="451 1081 1385 1644"> <tr> <td data-bbox="451 1126 916 1644"> <p>Mathematics Standard 1</p> <p>Topic: Algebra Types of Relationships</p> <p>Topic: Measurement Right-angled Triangles Rates Scale Drawings</p> <p>Topic: Financial Mathematics Investment Depreciation and Loans</p> <p>Topic: Statistical Analysis Further Statistical Analysis</p> <p>Topic: Networks Networks and Paths</p> </td> <td data-bbox="916 1126 1385 1644"> <p>Mathematics Standard 2</p> <p>Topic: Algebra Types of Relationships</p> <p>Topic: Measurement Non-right-angled Trigonometry Rates and Ratios</p> <p>Topic: Financial Mathematics Investments and Loans Annuities</p> <p>Topic: Statistical Analysis Bivariate Data Analysis The Normal Distribution</p> <p>Topic: Networks Network Concepts Critical Path Analysis</p> </td> </tr> </table>		<p>Mathematics Standard 1</p> <p>Topic: Algebra Types of Relationships</p> <p>Topic: Measurement Right-angled Triangles Rates Scale Drawings</p> <p>Topic: Financial Mathematics Investment Depreciation and Loans</p> <p>Topic: Statistical Analysis Further Statistical Analysis</p> <p>Topic: Networks Networks and Paths</p>	<p>Mathematics Standard 2</p> <p>Topic: Algebra Types of Relationships</p> <p>Topic: Measurement Non-right-angled Trigonometry Rates and Ratios</p> <p>Topic: Financial Mathematics Investments and Loans Annuities</p> <p>Topic: Statistical Analysis Bivariate Data Analysis The Normal Distribution</p> <p>Topic: Networks Network Concepts Critical Path Analysis</p>
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COURSE REQUIREMENTS	<p>Prerequisites: The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2.</p> <p>Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:</p>			
CONTACT	MATHEMATICS FACULTY			

COURSE AND CODE	MATHEMATICS ADVANCED
COURSE DESCRIPTION	The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. All students studying the Mathematics Advanced course will sit for a HSC examination. This course has been developed on the assumption that students have studied content and achieved the outcomes of the 5.2 and 5.3 Mathematics course.
WHAT STUDENTS LEARN	<p>Year 11 course</p> <p>Topic: Functions Working with Functions</p> <p>Topic: Trigonometric Functions Trigonometry and Measure of Angles Trigonometric Functions and Identities</p> <p>Topic: Calculus Introduction to Differentiation</p> <p>Topic: Exponential and Logarithmic Functions Logarithms and Exponentials</p> <p>Topic: Statistical Analysis Probability and Discrete Probability Distributions</p> <p>Year 12 course</p> <p>Topic: Functions Graphing Techniques</p> <p>Topic: Trigonometric Functions Trigonometric Functions and Graphs</p> <p>Topic: Calculus Differential Calculus The Second Derivative Integral Calculus</p> <p>Topic: Financial Mathematics Modelling Financial Situations</p> <p>Topic: Statistical Analysis Descriptive Statistics and Bivariate Data Analysis Random Variables</p>
COURSE REQUIREMENTS	Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, and the following substrands of Stage 5.3
CONTACT	MATHEMATICS FACULTY

COURSE AND CODE	NUMERACY
COURSE DESCRIPTION	<p>The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society. The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.</p> <p>This course is aimed at students who have studied the 5.1 content of the Stage 5 Mathematics course.</p>
WHAT STUDENTS LEARN	<p>Year 11 Course The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.</p> <p>Module 1 1: Whole numbers 2: Operations with whole numbers 3: Distance, area and volume 4: Time 5: Data, graphs and tables</p> <p>Module 2: 1: Fractions and decimals 2: Operations with fractions and decimals 3: Metric relationships 4: Length, mass and capacity 5: Chance</p> <p>Year 12 Course The Numeracy Year 12 course content comprises 2 modules. The modules are divided into content areas.</p> <p>Module 3: 1: Percentages 2: Operations with numbers 3: Finance 4: Location, time and temperature 5: Space and design</p> <p>Module 4: 1: Rates and ratios 2: Statistics and probability 3: Exploring with NRMT</p>
COURSE REQUIREMENTS	
CONTACT	MATHEMATICS FACULTY

COURSE AND CODE	MATHS EXTENSION 1
COURSE DESCRIPTION	<p>Students studying this course must also study the Mathematics Advanced course.</p> <p>Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.</p> <p>All students studying the Mathematics Extension 1 course will sit for a HSC examination.</p>
WHAT STUDENTS LEARN	<p>Year 11 course</p> <p>Topic: Functions Further Work with Functions Polynomials</p> <p>Topic: Trigonometric Functions Inverse Trigonometric Functions Further Trigonometric Identities</p> <p>Topic: Calculus Rates of Change</p> <p>Topic: Combinatorics Working with Combinatorics</p> <p>Year 12 course</p> <p>Topic: Proof Proof by Mathematical Induction</p> <p>Topic: Vectors Introduction to Vectors</p> <p>Topic: Trigonometric Functions Trigonometric Equations</p> <p>Topic: Calculus Further Calculus Skills Applications of Calculus</p> <p>Topic: Statistical Analysis The Binomial Distribution</p>
COURSE REQUIREMENTS	<p>Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all sub strands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub strands.</p>
CONTACT	MATHEMATICS FACULTY

COURSE AND CODE	BIOLOGY (Board Developed Course – Counts towards an ATAR)
COURSE DESCRIPTION	<p>The Year 11 course investigates cellular structure and provides a basis for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and on biodiversity.</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases. Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.</p>
WHAT STUDENTS LEARN	<p>Year 11 course The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 Cells as the Basis of Life • Module 2 Organisation of Living Things • Module 3 Biological Diversity • Module 4 Ecosystem Dynamics <p>Year 12 course The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 5 Heredity • Module 6 Genetic Change • Module 7 Infectious Disease • Module 8 Non-infectious Disease and Disorders
COURSE REQUIREMENTS	<p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</p> <p>Exclusions: Students may only take three of the following courses (Biology, Chemistry, Physics, Earth and Environmental Science, Investigating Science)</p>
CONTACT	SCIENCE FACULTY

COURSE AND CODE	CHEMISTRY (Board Developed Course – Counts towards an ATAR)
COURSE DESCRIPTION	<p>The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals, which leads to an understanding of the structure, properties and trends of and between classes of chemicals.</p>
WHAT STUDENTS LEARN	<p>Year 11 course The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 Properties and Structure of Matter • Module 2 Introduction to Quantitative Chemistry • Module 3 Reactive Chemistry • Module 4 Drivers of Reactions <p>Year 12 course The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 5 Equilibrium and Acid Reactions • Module 6 Acid/base Reactions • Module 7 Organic Chemistry • Module 8 Applying Chemical Ideas
COURSE REQUIREMENTS	<p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Exclusions: Students may only take three of the following courses (Biology, Chemistry, Physics, Earth and Environmental Science, Investigating Science)</p>
CONTACT	SCIENCE FACULTY

COURSE AND CODE	EARTH AND ENVIRONMENTAL SCIENCE (Board Developed Course – Counts towards an ATAR)
COURSE DESCRIPTION	<p>The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth’s resources and its surface.</p> <p>The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.</p>
WHAT STUDENTS LEARN	<p>Year 11 course The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 Earth’s Resources • Module 2 Plate Tectonics • Module 3 Energy Transformations • Module 4 Human Impacts <p>Year 12 course The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 5 Earth’s Processes • Module 6 Hazards • Module 7 Climate Science • Module 8 Resource Management
COURSE REQUIREMENTS	<p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.</p> <p>Exclusions: Students may only take three of the following courses (Biology, Chemistry, Physics, Earth and Environmental Science, Investigating Science)</p>
CONTACT	SCIENCE FACULTY

COURSE AND CODE	INVESTIGATING SCIENCE (Board Developed Course – Counts towards an ATAR)
COURSE DESCRIPTION	<p>IT IS HIGHLY RECOMMENDED FOR SCIENCE STUDENTS TO TAKE THIS COURSE IN CONJUNCTION WITH TAKING EITHER BIOLOGY, CHEMISTRY, PHYSICS OR EARTH AND ENVIRONMENTAL SCIENCE.</p> <p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.</p>
WHAT STUDENTS LEARN	<p>Year 11 course The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 Cause and Effect – Observing • Module 2 Cause and Effect – Inferences and Generalisations • Module 3 Scientific Models • Module 4 Theories and Laws <p>Year 12 course The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 5 Scientific Investigations • Module 6 Technologies • Module 7 Fact or Fallacy? • Module 8 Science and Society
COURSE REQUIREMENTS	<p>Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Exclusions: Students may only take three of the following courses (Biology, Chemistry, Physics, Earth and Environmental Science, Investigating Science)</p>
CONTACT	SCIENCE FACULTY

COURSE AND CODE	PHYSICS (Board Developed Course – Counts towards an ATAR)
COURSE DESCRIPTION	<p>the Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.</p>
WHAT STUDENTS LEARN	<p>Year 11 course The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 Kinematics • Module 2 Dynamics • Module 3 Waves and Thermodynamics • Module 4 Electricity and Magnetism <p>Year 12 course The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 5 Advanced Mechanics • Module 6 Electromagnetism • Module 7 The Nature of Light • Module 8 From the Universe to the Atom
COURSE REQUIREMENTS	<p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Exclusions: Students may only take three of the following courses (Biology, Chemistry, Physics, Earth and Environmental Science, Investigating Science)</p>
CONTACT	SCIENCE FACULTY

COURSE AND CODE	SCIENCE EXTENSION -YEAR 12 ONLY (Board Developed Course – Counts towards an ATAR)
COURSE DESCRIPTION	<p>Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.</p> <p>Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.</p>
WHAT STUDENTS LEARN	<p>Year 12 course</p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 The Foundations of Scientific Thinking • Module 2 The Scientific Research Proposal • Module 3 The Data, Evidence and Decisions • Module 4 The Scientific Research Report
COURSE REQUIREMENTS	<p>Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.</p> <p>The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.</p> <p>All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.</p> <p>Prerequisites: Study of at least one of Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 and continue the study of at least one of these science courses throughout Year 12.</p> <p>Corequisites: One of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.</p>
CONTACT	SCIENCE FACULTY

COURSE AND CODE	ANCIENT HISTORY
COURSE DESCRIPTION	<p>The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander Peoples.</p> <p>The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.</p>
WHAT STUDENTS LEARN	<p>MAIN TOPICS COVERED:</p> <p>YEAR 11 COURSE</p> <p>Investigating Ancient History</p> <p>Nature of Ancient History</p> <p>- Case studies</p> <p>Features of Ancient Societies</p> <p>Historical Investigation</p> <p>YEAR 12 COURSE</p> <p>Core Study: - Cities of Vesuvius-Pompeii and Herculaneum</p> <p>Ancient Society Historical</p> <p>Period Personality in Their Times</p>
COURSE REQUIREMENTS	The Historical Investigation and choice of topics in Part I and II must not overlap or duplicate significantly any topic attempted for the Year 12 Ancient History or History Extension courses.
CONTACT	HUMANITIES/LANGUAGES FACULTY

COURSE AND CODE	BUSINESS STUDIES
COURSE DESCRIPTION	<p>Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>
WHAT STUDENTS LEARN	<p>MAIN TOPICS COVERED:</p> <p>YEAR 11 COURSE Nature of Business – the role and nature of business. Business Management – the nature and responsibilities of management. Business Planning – establishing and planning a small to medium enterprise.</p> <p>YEAR 12 COURSE Operations – strategies for effective operations management. Marketing – development and implementation of successful marketing strategies. Finance – Financial information in the planning and management of business. Human Resources – human resource management and business performance</p>
COURSE REQUIREMENTS	NA
CONTACT	HUMANITIES/LANGUAGES FACULTY

COURSE AND CODE	GEOGRAPHY
COURSE DESCRIPTION	<p>The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human-environmental interactions. Students develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.</p> <p>The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, ecosystems and global biodiversity.</p>
WHAT STUDENTS LEARN	<p>MAIN TOPICS COVERED:</p> <p>YEAR 11 COURSE</p> <ul style="list-style-type: none"> • Earth's natural systems • People, patterns, and processes • Human-environment interactions <p>Geographical Investigation</p> <p>YEAR 12 COURSE</p> <ul style="list-style-type: none"> • Global sustainability • Rural and urban places <p>Ecosystems and global biodiversity</p> <p>Key concepts incorporated across all topics:</p> <p>Place, space, environment, interconnection, scale, sustainability, and change.</p>
COURSE REQUIREMENTS	<p>Fieldwork may be integrated within an individual focus area or across focus areas as appropriate.</p> <p>Students will be required to undertake mandatory field work in both Year 11 and Year 12.</p>
CONTACT	HUMANITIES/LANGUAGES FACULTY

COURSE AND CODE	LANGUAGES BEGINNERS-ITALIAN OR FRENCH																																												
COURSE DESCRIPTION	<p>In the Year 11 course, students will begin to develop their knowledge and understanding of Italian or French. During this course, students will acquire knowledge of the Italian or French language as a system through topics listed below and through the integrated use of the four skills: listening, speaking, reading and writing.</p> <p>In the Year 12 course, students will continue to develop their knowledge and understanding of Italian or French through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC.</p> <p>Assessment for the Higher School Certificate is based on the Year 12 course only. The weightings allocated to each component are mandatory, although the allocation of marks to the various tasks set for the Year 12 course is left to individual schools.</p> <p>Senior Beginners Language class will be decided pending student choices.</p>																																												
WHAT STUDENTS LEARN	<p>MAIN TOPICS COVERED:</p> <ul style="list-style-type: none"> • Family life, Home and Neighbourhood Friends, Recreation and Pastimes People, Places and Communities • Education and Work Holidays, Travel and Tourism Future Plans and Aspirations 																																												
COURSE REQUIREMENTS	<p>Exclusions: Eligibility rules apply to the study of this subject. Check with your Language teacher.</p> <p>Principals are required to certify that students have satisfactorily completed the Year 11 course before proceeding to the Year 12 course. The Board does not require schools to submit assessment marks for the Year 11 course. The Year 12 course assessment components may be used as a guide.</p> <table border="1" data-bbox="518 1525 1382 1921"> <thead> <tr> <th colspan="4">ASSESSMENT: YEAR 12 COURSE ONLY</th> </tr> <tr> <th>External Assessment</th> <th>Weighting</th> <th>Internal Assessment</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td colspan="4">An oral/aural examination:</td> </tr> <tr> <td>• Listening Skills</td> <td>30</td> <td>• Listening Skills</td> <td>30</td> </tr> <tr> <td>• Speaking Skills</td> <td>20</td> <td>• Speaking Skills</td> <td>20</td> </tr> <tr> <td></td> <td></td> <td>• Reading Skills</td> <td>30</td> </tr> <tr> <td></td> <td></td> <td>• Writing</td> <td>20</td> </tr> <tr> <td colspan="4">A two hour written examination:</td> </tr> <tr> <td>• Reading Skills</td> <td>30</td> <td></td> <td></td> </tr> <tr> <td>• Writing Skills</td> <td>20</td> <td></td> <td></td> </tr> <tr> <td></td> <td>100</td> <td></td> <td>100</td> </tr> </tbody> </table>	ASSESSMENT: YEAR 12 COURSE ONLY				External Assessment	Weighting	Internal Assessment	Weighting	An oral/aural examination:				• Listening Skills	30	• Listening Skills	30	• Speaking Skills	20	• Speaking Skills	20			• Reading Skills	30			• Writing	20	A two hour written examination:				• Reading Skills	30			• Writing Skills	20				100		100
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CONTACT	HUMANITIES/LANGUAGES FACULTY																																												

COURSE AND CODE	MODERN HISTORY
COURSE DESCRIPTION	The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.
WHAT STUDENTS LEARN	<p>Main Topics Covered:</p> <p>Year 11 Course Investigating Modern History 1. Contestability of the Past Controversy surrounding Marilyn Monroe's Death Ned Kelly: Hero or Villain 2. Historical Investigation - Research Project 3. Nature of Modern History - Case Studies Russian Revolution: The Fall and Decline of the Romanov Dynasty Cuban Revolution 4. The Shaping of the Modern World World War One</p> <p>YEAR 12 COURSE Core Study: Power and Authority in the Modern World 1919 to 1946. Rise of Dictatorships based on Hitler and Nazi Germany. National Study: Russia and the Soviet Union 1917 to 1941. Peace and Conflict in the Modern World: Cold War Change in the Modern World: Apartheid in South Africa 1960 to 1994</p>
COURSE REQUIREMENTS	NA
CONTACT	HUMANITIES/LANGUAGES FACULTY

COURSE AND CODE	DRAMA																								
COURSE DESCRIPTION	<p>Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</p> <p>Year 11 course content comprises an interaction between the components of Improvisation, play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p>																								
WHAT STUDENTS LEARN	<p>YEAR 12 COURSE CONTENT</p> <p>Australian Drama and Theatre and Studies in Drama and Theatre involves theoretical study through practical exploration of themes, issues, styles, and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides an opportunity for each student to demonstrate his or her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Scriptwriting or Video Drama.</p> <table border="1" data-bbox="456 913 1382 1223"> <thead> <tr> <th data-bbox="456 913 943 958">MAIN TOPICS COVERED:</th> <th data-bbox="943 913 1382 958"></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 958 943 1223"> <p>YEAR 11 COURSE</p> <ul style="list-style-type: none"> Improvisation, Play building, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles </td> <td data-bbox="943 958 1382 1223"> <p>YEAR 12 COURSE</p> <ul style="list-style-type: none"> Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project </td> </tr> </tbody> </table>			MAIN TOPICS COVERED:		<p>YEAR 11 COURSE</p> <ul style="list-style-type: none"> Improvisation, Play building, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles 	<p>YEAR 12 COURSE</p> <ul style="list-style-type: none"> Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project 																		
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COURSE REQUIREMENTS	<p>The Year 11 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 Year 12 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.</p> <table border="1" data-bbox="456 1585 1382 2029"> <thead> <tr> <th colspan="4" data-bbox="456 1585 1382 1630">ASSESSMENT: YEAR 12 COURSE ONLY</th> </tr> <tr> <th data-bbox="456 1630 798 1686">External Assessment</th> <th data-bbox="798 1630 903 1686">Weighting</th> <th data-bbox="903 1630 1278 1686">Internal Assessment</th> <th data-bbox="1278 1630 1382 1686">Weighting</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1686 798 1765">Group Presentation (Core)</td> <td data-bbox="798 1686 903 1765">30</td> <td data-bbox="903 1686 1278 1765">Australian Drama and Theatre</td> <td data-bbox="1278 1686 1382 1765">20</td> </tr> <tr> <td data-bbox="456 1765 798 1832">Individual Project</td> <td data-bbox="798 1765 903 1832">30</td> <td data-bbox="903 1765 1278 1832">Studies in Drama and Theatre</td> <td data-bbox="1278 1765 1382 1832">20</td> </tr> <tr> <td data-bbox="456 1832 798 2029" rowspan="2">A one and a half hour written Examination comprising two compulsory sections: <ul style="list-style-type: none"> Australian Drama and Theatre (Core) </td> <td data-bbox="798 1832 903 1899" rowspan="2">40</td> <td data-bbox="903 1832 1278 1899">Development of Group Performance</td> <td data-bbox="1278 1832 1382 1899">30</td> </tr> <tr> <td data-bbox="903 1899 1278 2029">Development of Individual Project</td> <td data-bbox="1278 1899 1382 2029">30</td> </tr> </tbody> </table>			ASSESSMENT: YEAR 12 COURSE ONLY				External Assessment	Weighting	Internal Assessment	Weighting	Group Presentation (Core)	30	Australian Drama and Theatre	20	Individual Project	30	Studies in Drama and Theatre	20	A one and a half hour written Examination comprising two compulsory sections: <ul style="list-style-type: none"> Australian Drama and Theatre (Core) 	40	Development of Group Performance	30	Development of Individual Project	30
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	<ul style="list-style-type: none"> • Studies in Drama and Theatre 			
		100		100
<p>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.</p> <p>Course Costs: \$20</p>				
CONTACT	CAPA FACULTY			

COURSE AND CODE	PHOTOGRAPHY AND DIGITAL IMAGING	
COURSE DESCRIPTION	<p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice. The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>	
WHAT STUDENTS LEARN	<p>MAIN TOPICS COVERED:</p> <p>Modules may be selected in any of the four broad fields of:</p> <ul style="list-style-type: none"> • Wet Photography (Traditional Black & White Photography) • Video Making • Digital Imaging and Manipulation • WH&S 	<p>Modules include:</p> <p>Introduction to the Field; Developing a Point of View; Traditions; Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and Temporal Accounts. A Work Health & Safety Module is mandatory.</p> <p>The additional module Individual/Collaborative project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p>
	<p>Internal Assessment</p> <p>Making</p> <p>Critical & Historical Studies</p>	<p>Weighting</p> <p>70%</p> <p>30%</p>
COURSE REQUIREMENTS	<p>Students are required to keep a diary throughout the course. 16G USB. A3 Folio</p> <p>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.</p> <p>Course Costs: \$50 (students to supply their own USB)</p>	
CONTACT	CAPA FACULTY	

COURSE AND CODE	MUSIC 1			
COURSE DESCRIPTION	In the Year 11 and Year 12 courses, students will study: the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.			
WHAT STUDENTS LEARN	<p>MAIN TOPICS COVERED: YEAR 11 Course 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. YEAR 12 COURSE In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition, and musicology. These electives must represent each of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.</p>			
COURSE REQUIREMENTS	YEAR 11 ASSESSMENT		Weighting	
	Practical			25%
	Aural			25%
	Composition			25%
	Musicology			25%
	ASSESSMENT: YEAR 12 COURSE ONLY			
	External Assessment	Weighting	Internal Assessment	Weighting
	Core Performance (one piece)	20	Core Performance	10
	A one-hour aural exam	30	Core Composition	10
	Electives: Three electives from any combination of: Performance (one piece) Composition (one submitted composition) Musicology (one viva voce)		Core Musicology	10
			Aural	25
			Elective 1	15
			Elective 2	15
	• Elective 1	20	Elective 3	15
	• Elective 2	20		
	• Elective 3	20		
		110		100
	For the practical elements in this course, students are expected to extend their performance skills learnt on an instrument. Course Costs: \$30			
CONTACT	CAPA FACULTY			

COURSE AND CODE	VISUAL ARTS																						
COURSE DESCRIPTION	<p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the Year 12 course. Students critically and historically investigate artworks, critics, historians, and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Year 11 course is broadly focused, while the Year 12 course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students who may have studied Visual Arts since Years 7 and 8.</p>																						
WHAT STUDENTS LEARN	<p>MAIN TOPICS COVERED:</p> <p>YEAR 11 COURSE</p> <ul style="list-style-type: none"> • The nature of practice in artmaking, art criticism and art history through study of artists and their works; past and present. • Experimentation with a variety of expressive forms, art materials and techniques. • The development of individual approaches to art making and the maintenance of a Visual Diary • Familiarization with HSC requirements and expectations 	<p>YEAR 12 COURSE</p> <ul style="list-style-type: none"> • Development of ideas and means of visual expression. • Use of the Visual Diary and individualised artmaking practice to make a Body of Work • Study of artists artworks, the audience and the world, understanding their roles and impacts • appreciating, writing about artists, artworks, audience, world. Essay writing skills 																					
COURSE REQUIREMENTS	<p>A Visual Art Diary A 16G Pen Drive A range of drawing pencils</p> <table border="1"> <thead> <tr> <th colspan="4">ASSESSMENT: YEAR 12 COURSE ONLY</th> </tr> <tr> <th>External Assessment</th> <th>Weighting</th> <th>Internal Assessment</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>A 1 ½ hour written paper.</td> <td>50</td> <td>Development of the body of Work</td> <td>50</td> </tr> <tr> <td>Submission of a Body of Work</td> <td>50</td> <td>Art criticism and Art History</td> <td>50</td> </tr> <tr> <td></td> <td>100</td> <td></td> <td>100</td> </tr> </tbody> </table> <p>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 Costs: \$50</p>			ASSESSMENT: YEAR 12 COURSE ONLY				External Assessment	Weighting	Internal Assessment	Weighting	A 1 ½ hour 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
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COURSE AND CODE	COMMUNITY AND FAMILY STUDIES
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 to address contemporary issues facing families and communities.
WHAT STUDENTS LEARN	<p>Year 11 Course</p> <ul style="list-style-type: none"> • Resource Management (20%): Basic concepts of the resource-management process • Individuals and Groups (40%): The individual's roles, relationships and tasks within and between groups • Families and Communities (40%): Family structures and functions, and the interaction between family and community <p>Year 12 Course</p> <ul style="list-style-type: none"> • Research Methodology (25%): Research methodology and skills culminating in the production of an Independent Research Project • Groups in Context (25%): The characteristics and needs of specific community groups • Parenting and Caring (25%): Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society <p>Year 12 Option modules</p> <p>Select ONE of the following:</p> <ul style="list-style-type: none"> • Family and Societal Interactions (25%): Government and community structures that support and protect family members throughout their lifespan • Social Impact of Technology (25%): The impact of evolving technologies on individuals and lifestyle • Individuals and Work (25%): Contemporary issues confronting individuals as they manage roles within both their family and work environments
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.
CONTACT	PDHPE FACULTY

COURSE AND CODE	HEALTH AND MOVEMENT SCIENCE
COURSE DESCRIPTION	<p>This 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.</p> <p>The study of health sciences includes epidemiology, dimensions and determinants of health, and social justice principles. Learning about movement science involves exploring and thinking critically about the interrelationships between anatomy, physiology, biomechanics, psychology, sociology, nutrition, skill acquisition, injury prevention and rehabilitation.</p> <p>Students learn about the factors that influence health and movement including how the body works and responds to exercise and promoting a healthy and active lifestyle. They will gain valuable skills in analysing movement, improving performance, and understanding the role of nutrition and psychology in sports and health. This knowledge prepares students for careers in health, fitness, and sports and helps them make informed choices about their own wellbeing.</p>
WHAT STUDENTS LEARN	<p>Year 11 Course</p> <p>The Year 11 course comprises 4 components. Students are required to study all 4 components of the course.</p> <ul style="list-style-type: none"> • Health for Individuals and Communities (40%) • The Body and Mind in Motion (40%) • Collaborative Investigation (20%) Aims to develop skills of collaboration, analysis, communication, creative thinking, problem-solving and research. • Depth Studies - a minimum of 2 (20%) Provides opportunities to explore areas of interest in greater depth and apply health and movement concepts to various contexts and groups. 20 hours of in-class time allocated in Health for Individuals and Communities and/or The Body and Mind in Motion. <p>Year 12 Course</p> <p>The Year 12 course comprises 3 components. Students are required to study all 3 components of the course.</p> <ul style="list-style-type: none"> • Health in an Australian and global context (45%) • Training for improved performance (45%) • Depth studies - a minimum of 2 (30%) 30 hours of in-class time allocated in Health in an Australian and Global Context and/or Training for Improved Performance.
COURSE REQUIREMENTS	<p>Some of the major assessment tasks students are required to complete include:</p> <ul style="list-style-type: none"> • A Collaborative Investigation as part of the Year 11 internal assessment. • A Depth study as part of HSC internal assessment. • A 3-hour HSC exam
CONTACT	PDHPE FACULTY

COURSE AND CODE	SPORT, LIFESTYLE AND RECREATION STUDIES
COURSE DESCRIPTION	<p>The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.</p> <p>This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p>
WHAT STUDENTS LEARN	<p>Through the study of Sport, Lifestyle and Recreation students will develop:</p> <ul style="list-style-type: none"> • Knowledge and understanding of the factors that influence health and participation in physical activity; • Knowledge and understanding of the principles and processes impacting on the realisation of movement potential; • The ability to analyse and implement strategies that promote health, physical activity and enhanced performance; • A capacity to influence the participation and performance of self and others; • A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential. <p>This course caters for a wide range of student needs. It can assist students in developing:</p> <ul style="list-style-type: none"> • The qualities of a discerning consumer and an intelligent critic of physical activity and sport. • High levels of performance skill in particular sports. • The capacity to adopt administrative roles in community sport and recreation. • The skills of coach, trainer, first aid officer, referee and fitness leader. <p>In the context of this course, it may be possible for students to acquire recognised qualifications in these areas.</p> <p>It is also a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives.</p> <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <p>Aquatics; Athletics; Fitness; Specific Sports; Outdoor Recreation; Sports Administration; Coaching; Social Perspectives of Sport; and Healthy Lifestyle and Officiating.</p>
COURSE REQUIREMENTS	<ul style="list-style-type: none"> • No HSC examination • Exclusions: Students studying Board Developed PDHPE subjects must not study BEC modules which duplicate PDHPE modules.
CONTACT	PDHPE FACULTY

COURSE AND CODE	WORK STUDIES
COURSE DESCRIPTION	<p>The Work Studies course is designed to assist students in their transition from school to work. It is suited to those students who wish to gain employment prior to the end of Year 12, or at the completion of Year 12. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. The course consistently promotes positive behaviours that lead to a successful transition to the workplace, further education and training and preparation for the future world of work.</p> <p>The development of workplace skills in Work Studies may occur in the context of class work, work placements, work experience, casual work, volunteer work, community projects, business competitions or participation in school and business links. In addition, the Work Studies syllabus provides students with the opportunity to consolidate their learning and skills from their other subjects to assist a successful transition from school to work.</p>
WHAT STUDENTS LEARN	<p>Course Themes:</p> <p>The course modules are designed to focus on a range of themes which include:</p> <ul style="list-style-type: none"> • Career Planning • Performing Work tasks • Working with others • Managing Change <p>Modules available for the teacher and students to choose from in this course include:</p> <ul style="list-style-type: none"> • My Working Life • In the Workplace • Preparing Job Applications • Workplace Communication • Teamwork and Enterprise Skills • Managing Work and Life Commitments • Personal Finance • Workplace Issues • Self-Employment • Team Enterprise Project • Experiencing Work
COURSE REQUIREMENTS	<ul style="list-style-type: none"> • Students are required to complete 40 hours of Work Experience in a chosen field. • No formal examinations.
CONTACT	PDHPE FACULTY

COURSE AND CODE	ENTERPRISE COMPUTING (Formerly IPT)																		
COURSE DESCRIPTION	<p>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.</p> <p>Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills. The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems.</p> <p>This course prepares students for further study in IT at University or TAFE. Information processing has become a vital function in a wide range of industries. This course gives students a good working knowledge of current systems and the technology in use</p>																		
WHAT STUDENTS LEARN	<p>The Preliminary Course The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.</p> <table border="1" data-bbox="464 1137 1075 1339"> <thead> <tr> <th>Year 11</th> <th>Indicative Hours</th> </tr> </thead> <tbody> <tr> <td>Interactive Media and the User Experience</td> <td>40</td> </tr> <tr> <td>Networking Systems and Social Computing</td> <td>40</td> </tr> <tr> <td>Principles of Cybersecurity</td> <td>40</td> </tr> </tbody> </table> <p>The HSC Course The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.</p> <table border="1" data-bbox="464 1536 1075 1709"> <thead> <tr> <th>Year 12</th> <th>Indicative Hours</th> </tr> </thead> <tbody> <tr> <td>Data Science</td> <td>30</td> </tr> <tr> <td>Data Visualisation</td> <td>30</td> </tr> <tr> <td>Intelligent Systems</td> <td>30</td> </tr> <tr> <td>Enterprise Project</td> <td></td> </tr> </tbody> </table>	Year 11	Indicative Hours	Interactive Media and the User Experience	40	Networking Systems and Social Computing	40	Principles of Cybersecurity	40	Year 12	Indicative Hours	Data Science	30	Data Visualisation	30	Intelligent Systems	30	Enterprise Project	
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COURSE REQUIREMENTS	Assessment: Students will complete a combination of tasks that include practical tasks, presentations, system development projects, portfolios and formal exams.																		
CONTACT	TAS FACULTY- Mrs Rose																		

COURSE AND CODE	FOOD TECHNOLOGY			
COURSE DESCRIPTION	Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.			
WHAT STUDENTS LEARN	YEAR 11 Course Food Availability and Selection (30%) Food Quality (40%) Nutrition (30%) YEAR 12 Course The Australian Food Industry (25%) Food Manufacture (25%) Food Product Development (25%) Contemporary Food Issues in Nutrition (25%)			
COURSE REQUIREMENTS	Course Costs: \$100.00 (+ \$12.00 apron + \$10.00 cap which can be purchased from the school front office. There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course. In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.			
External Assessment	Weighting	Internal Assessment	Weighting	
			Yr 11	Yr 12
Section I • Objective response questions	20	Knowledge and understanding of food technology	20	20
Section II • Short-answer questions	50	Skills in researching, analysing and communicating food issues	35	30
Section III • Candidates answer one structured extended response question	15	Skills in experimenting with and preparing food by applying theoretical concepts	25	30
Section IV • Candidates answer one extended response question	15	Skills in designing, implementing and evaluating solutions to food situations	20	20
	100		100	
CONTACT	TAS FACULTY			

COURSE AND CODE	INDUSTRIAL TECHNOLOGY -TIMBER Timber Products and Furniture Industries		
COURSE DESCRIPTION	Industrial Technology Stage 6 consists of project work and an Industry Study that develops a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.		
WHAT STUDENTS LEARN	<p>MAIN TOPICS COVERED:</p> <p>Preliminary Course</p> <p>The following sections are taught in relation to the relevant focus area:</p> <p>Industry Study – structural, technical, environmental and sociological, personnel, Occupation Health and Safety.</p> <p>Design and Management – designing, drawing, computer applications, project management.</p> <p>Workplace Communication – literacy, calculations, graphics.</p> <p>Industry specific Content and Production.</p> <p>HSC Course</p> <p>The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:</p> <p>Industry Study.</p> <p>Design and Management. Workplace Communication.</p> <p>Industry Specific Content and Production.</p>		
COURSE REQUIREMENTS	<p>Course Costs: \$120</p> <p>In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.</p> <p>ASSESSMENT: HSC COURSE ONLY</p>		
External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written examination Major Project and related management folio	40 60	Industry Study	20
		Designing, planning and management	20
		Workplace communication	10
		Industry specific content	50
	100		100
CONTACT	TAS FACULTY		

COURSE AND CODE	TEXTILES AND DESIGN		
COURSE DESCRIPTION	<p>The Year 11 course involves the study of design, communication techniques, construction techniques, innovations, fibres, yarns, fabrics and the Australian textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.</p> <p>The Year 12 course builds upon the Year 11 course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course integrates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.</p>		
WHAT STUDENTS LEARN	<p>MAIN TOPICS COVERED:</p> <p>YEAR 11 Course Design (40%) Properties and Performance of Textiles (50%) The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%)</p> <p>YEAR 12 Course Design (20%) Properties and Performance of Textiles (20%) The Australian Textiles, Clothing, Footwear and Allied Industries (10%) Major Textiles Project (50%)</p>		
COURSE REQUIREMENTS	<p>Course Costs: \$80.00</p> <p>In the Year 11 course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, including experimental work and project work. In the Year 12 course, the Major Textiles Project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Year 11 course.</p> <p>ASSESSMENT: YEAR 12 COURSE ONLY</p>		
External Assessment	Weighting	Internal Assessment	Weighting
A written examination of one and a half hours Major Textiles Project	50	Textile, Clothing, Footwear and Allied Industries	10
	50	Properties and Performance of Textiles	20
		Design	20
		Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies.	50
	100		100
CONTACT	TAS FACULTY		

2025 Construction Course Descriptor

CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

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 (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$100 HSC - \$100

Plus \$5 safety glasses + Approx \$150 White Card

Refunds

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

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

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

2025 Manufacturing and Engineering Introduction Course Descriptor

MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways

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: Manufacturing and Engineering - Introduction
Board Endorsed Course (240 hour)
(2 units x 2 years or 4 units x 1 year)

HSC credit – 4 units

There is no Australian Tertiary Admission Rank (ATAR) for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> & <https://training.gov.au/Training/Details/MEM20422> You will be expected to complete all requirements of the Registered Training Organisation. To gain the full qualification MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20413 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the manufacturing and engineering industry

- fitter machinist
- refrigeration mechanic
- toolmaker
- maintenance fitter
- Air conditioning mechanic

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment

There is no external assessment (optional HSC examination) for this course.

Consumable costs: Preliminary - \$100 HSC - \$100

Refunds

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

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

Exclusions: General information about NESA VET course exclusions can be found

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 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	
<ul style="list-style-type: none"> customer service skills teamwork organisational skills 	<ul style="list-style-type: none"> adaptability critical thinking problem solving
Examples of occupations in the hospitality industry	
<ul style="list-style-type: none"> food and beverage attendant espresso coffee machine operator 	<ul style="list-style-type: none"> restaurant host/hostess receptionist function attendant barista and café service
VET requirements	
Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments. Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
HSC requirements	
Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an `N` determined as required by NESA. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.	
Consumable costs: Preliminary - \$120 HSC - \$xxxx Add school specific equipment and associated requirements for students eg uniform purchase, White card course (site specific information).	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality	
Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	

2025 Primary Industries Course Descriptor

AHC20122 Certificate II in Agriculture

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

Course: Primary Industries

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the agriculture industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$60

HSC - \$60

Refunds

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

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

Exclusions: In this Framework, students can only undertake the Primary Industries (120 indicative hours) course or the Primary Industries (240 indicative hours) course. General information about NESA VET course exclusions can be found

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Sport Coaching Course Descriptor	
SIS30521 Certificate III in Sport Coaching	
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: Sport Coaching Board Endorsed Course (240 hour) (2 units x 2 years or 4 units x 1 year)	HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching https://training.gov.au/training/details/sis30521 . You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.	
Transferrable industry skills gained in this course	
<ul style="list-style-type: none"> organisational skills teamwork using technology to collate data 	<ul style="list-style-type: none"> time management problem solving communication
Examples of occupations in the sport coaching industry	
<ul style="list-style-type: none"> sport coaching development officer sports therapist 	<ul style="list-style-type: none"> sports club administrator strength and conditioning coach sport journalism sport performance researcher
VET requirements	
Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments. Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
HSC requirements	
Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA. External Assessment There is no external assessment (optional HSC examination) for this course.	
Consumable costs: Preliminary - \$xxxx HSC - \$xxxx Add school specific equipment and associated requirements for students eg uniform purchase, White card (site specific information)	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information:	
Exclusions: Students wanting to complete more than one course in the Sport, Fitness and Recreation Training Package are advised to consult with NESA VET course exclusions.	

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

Subject Planning Sheet

2025 - Year 11

STUDENT NAME: _____

You must select 12 units. This sheet will help you to plan what subjects you will choose.

Choice	Subject	Unit Value	BDC	BEC	Level Studied
1	ENGLISH	2	✓		STANDARD ADVANCED STUDIES
2					
3					
4					
5					
6					
R1					
R2					
R3					
	TOTAL Studied at school				

