

**INNOVATION
INSPIRATION
EXCELLENCE**



**Senior Subject Selection Booklet
2025-2026**



Education



Year 11 – 2025

Year 12 – 2026

**Year 10 Parents and Students
Information Night**

Thursday 20th June

Toronto High School MPC

6.30pm – 7.30pm

KEY TERMS USED IN THIS BOOKLET

NESA	The NSW Education Standards Authority is the NSW government body responsible for the curriculum in all schools
ATAR	Australian Tertiary Admission Rank is a rank calculated by UAC as a way of determining entry to university courses
UAC	University Admissions Centre
TAFE	Technical and Further Education
AMOW	All My Own Work is a compulsory program that must be completed by all students prior to commencing their Preliminary HSC
Stage	A period of learning, typically of two years duration. Stage 4 refers to Years 7 & 8, Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12
Preliminary	First stage of the HSC; usually completed in Year 11
HSC	Higher School Certificate is the highest level of certification in NSW high schools; usually completed in Year 12
RoSA	Record of School Achievement is a certification students receive if they leave school prior to completing the HSC after completion of Year 10
Unit	The amount of time involved in a course
BDC	Board Developed Course is a course developed by NESA that can be used in the calculation of an ATAR
BEC	Board Endorsed courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.
CEC	Content Endorsed Course is a course endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR. These courses fall under the banner of Board Endorsed Courses
VET	Vocational Education and Training
TVET	TAFE delivered Vocational Education and Training
SBAT	School-based Apprenticeships/Traineeships

INFORMATION ABOUT THE HSC

This is your introduction to the HSC and the many options now available. More information is contained in the NESA publication: *Studying for the New South Wales Higher School Certificate - An Information Booklet for Year 10 Students*.

Information is also available on the NESA website:

NSW Education Standards Authority: www.educationstandards.nsw.edu.au

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, Toronto High School offers students a full range of study areas matching individual abilities, interests, goals and pathways. Your aim is to attain the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.

When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

REQUIREMENTS FOR THE AWARD OF THE HSC

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA.
- complete **HSC: All My Own Work** before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses.
- satisfactorily complete the course requirements, including any practical or project work, or work placement.
- complete tasks set by your school for the assessment of each HSC course.
- sit for and make a serious attempt at the required HSC examinations.
- satisfactorily complete courses in the patterns of study detailed below.

Patterns of study must include:

- a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - 3 courses totaling 6 units of Board Developed Courses that **MUST** include 2 units of English, or English Studies.
 - Your remaining choices must include 3 courses of 2 or more units of either Board Developed or Board Endorsed Courses.
 - Within your study pattern you must have at least four different subjects (example: English Standard, English Advanced, English Studies are all separate courses within the same subject).

Some courses have certain rules and prerequisites. There are also specific eligibility rules for some courses; please refer to the specific course descriptions to ensure your course is at the appropriate level for your experience.

Additional Information about courses and the new HSC is available on the NSW Education Standards Authority: www.educationstandards.nsw.edu.au

HSC ASSESSMENT and REPORTING

- Preliminary and HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- 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.
- The HSC reports will provide a description of your achievements that is similar to the RoSA you will receive if you leave prior to completing the HSC.
- For all Board Developed courses, school-based assessment tasks will contribute to 50% of your HSC mark for the majority of courses. 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. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 will correspond to the highest level of achievement.

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

- **The HSC Testamur:** This is the official Higher School 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 statewide distribution of marks in the course is also shown.

NB: For all Board Endorsed Courses the school-based assessment comprises 100% of the HSC mark.

What is the difference between the HSC and the Australian Tertiary Admission Rank (ATAR)?

The ATAR is used by the universities to determine if you will be offered a place in a particular university course, straight from school. The ATAR is a number between 0 and 99.95 that indicates a student's position relative to all the students in their age group.

To achieve an ATAR you must study 10 units of Board Developed Courses, which must include English. The other 8 units can come from any course that school offers that has a formal HSC examination.

The HSC:

- is for all students who successfully complete 10 units of studies in Year 12, with 6 units of Board Developed courses
- reports student achievement in terms of a standard achieved in individual courses.
- presents a profile of student achievement across a broad range of subjects.

The ATAR:

- is for all students who successfully complete 10 units of Board Developed Courses, which includes English
- is for students wishing to gain a place at a university directly from the HSC
- is a rank, NOT a mark
- provides information about how students perform overall in relation to all other students
- provides the discrimination required by universities for the selection process.

Check with the Careers Adviser, Miss Robson or the Careers & Transition Adviser, Mr Chapman, if you are unsure if you will need an ATAR.

You can also use the QR Code and head to the UAC Subject Compass. This will allow you to input your subject choices to discover your ATAR eligibility.



What are units?

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

Each unit involves class time of approximately 2 hours per week. In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks. Therefore, 2 units equals approximately 4 hours per week (120 hours per year) and 100 marks; 1 unit equals approximately 2 hours per week (60 hours per year) and 50 marks.

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

2 Unit Courses

- are the basic structure for most courses.
- have a value of 100 marks.

Extension Courses

- Are available in a number of subjects.
- Build on the content of the 2 Unit course and carry an additional value of 1 unit.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only. A Science Extension Course is now available for Year 12 students.

TYPES OF HSC COURSES

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

Board Developed Courses (BDC)

These courses are developed by NESA. There is a syllabus for each course which contains:

- the course objectives, course structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines

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 (BEC) & Content Endorsed Courses (CEC)

These courses do not have an external HSC examination component, and they CAN NOT be included in the calculation of an ATAR. These have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

Content Endorsed courses available at Toronto High School are:

- Sport, Lifestyle and Recreation Studies
- Work Studies
- Exploring Early Childhood
- Photography, Video and Digital Imaging
- Visual design

Vocational Education & Training (VET) Courses (Board Developed Courses and Content Endorsed)

It is very important to remember that MORE THAN ONE VET Board Developed course can count towards the ATAR

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post school destinations.

These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Quality Training Framework (AQTF).

Many of these courses have a **mandatory** work placement component. More than one designated 240-hour course can contribute towards the ATAR if the 70hrs of Work Placement is completed and the student sits the written examination. Students **must** undertake work placement to complete these courses successfully and to obtainan HSC.

VET Board Developed frameworks available at Toronto High School are:

- Construction
- Hospitality - Food & Beverage
- Retail Services
- Business Services (Administration)

VET Content Endorsed frameworks available at Toronto High School are:

- Furniture Making
- Metal and Engineering

VET courses are also available in other industry areas. TVET courses are TAFE delivered VET Courses and a full list can be obtained from Miss Robson (Careers Adviser).

Some examples are:

- Accounting (Board Developed Course TVET)
- Electrotechnology (Board Developed Course TVET)

Students must make an application through Miss Robson for any available TAFE delivered HSC VET courses before completing Year 10.

Life Skills - (Special Education)

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.

What type of student are you?

This will depend on what you would like to do when you leave school. It is common for a student to change their mind throughout Year 11 and 12.

Academic

- For those seeking University
- HSC and ATAR
- Must select at least 10 units of Board Developed Courses

Academic and Vocational

- For those unsure and want to keep an ATAR option open
- Must select at least 10 units of Board Developed Courses
- Can include more than one VET subject

Vocational

- For those not considering University
- Possibly looking to go to TAFE
- Must select at least 6 units of Board Developed Courses

Non HSC

- For those seeking to improve work readiness skills
- Looking for job/apprenticeship/traineeship
- Record of School Achievement (RoSA)

OTHER OPTIONS

All options require students to meet with the Careers Adviser before applying for any of these courses.

School Based Apprenticeship

School Based Apprenticeships provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

School-based apprentices and school-based trainees will be on the job for approximately one day each week with a minimum of 100 days over Year 11 and Year 12. For the building trades, school-based apprentices will undertake 144 days of work-based training over two (2) years while at school. For the plumbing trades, school-based apprentices will undertake 180 days of work-based training over two (2) years while at school. For the electro technology trades, school-based apprentices will undertake 180 days of work-based training over two (2) years while at school.

For the automotive, hospitality and metals and engineering trades, school-based apprentices will undertake a minimum of 100 days of work-based training over two (2) years while at school. For the rest of the week, these students will be completing the off-the-job component of their training as well as completing their HSC subjects.

Students will receive recognition for all the work they complete. For example, a school-based apprentice or trainee who undertakes part-time training in Years 11 and 12 will receive their qualification a year earlier.

School Based Traineeship

School Based Traineeship provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

What are the main features of school-based traineeships?

School based traineeships allow senior high school students to commence a traineeship while at school. While studying for their HSC, school-based trainees work part-time and undertake their formal (off-the-job) traineeship training as part of their HSC.

SUBJECT SELECTION PROCESS

- Read this curriculum booklet thoroughly and consider the information that the course head teachers and class teachers discussed with you in the MPC or in class.
- Determine if you want a pattern of study that makes you eligible for an ATAR.
- Identify recommended subjects for tertiary courses you are considering. Talk to your teachers or Miss Robson to help with this.
- Create a short-list of subjects that interest you. You will need an English option and 5 other courses plus 4 reserves.
- Complete the “Subject Selection Form” section at the back of this booklet and get your parents/carer to sign it. This ensures they are aware of your courses and any fees that will be incurred.
- Complete All My Own Work (AMOW) on CANVAS. This will be completed prior to the commencement of Year 11
- During week 9 of Term 2, you will have an interview with the THS Transition Team to discuss your choices and to ensure your subjects align with your intended pattern of study. **YOU MUST BRING YOUR “SUBJECT SELECTION FORM”, SIGNED BY YOUR PARENT/CARER, WITH YOU.**
- At this interview, you will be logged on to Edval Webchoice and your chosen subjects will be put in the system in the following steps.
 1. Select your preferred English course.
 2. If you currently study an Early Commencement course, select this as your next preference.
 3. Select your other subjects, in order of preference.
 4. Receive a document of your chosen subjects.
- The Webchoice data is analysed, and Preliminary lines are determined to meet the needs of the majority of students.
- Students will be notified if their requested pattern of study cannot be catered for. This may be due to courses not having the minimum number of students in order to run. They will be supported to select a course from the Preliminary lines to meet their needs.
- Students will be issued their confirmation of Year 11 subjects during Term 3.
- Students will have a second interview in Term 4 with the THS Transition Team to discuss their confirmation of Year 11 subjects.

SEEK ADVICE AND HELP

Students should seek help from any of the following:

- The Careers Adviser – Miss Robson
- The Transition Adviser – Mr. Chapman
- Your Year Adviser
- Your Teachers
- Head Teachers
- Your Parents

We are here to help you make the right decision..... for you!

HSC Courses

BOARD DEVELOPED & VOCATIONAL (VET)	BOARD ENDORED & CONTENT ENDORSED
Aboriginal Studies Ancient History Biology Business Studies Chemistry Community and Family Studies Dance Design and Technology Drama Earth and Environmental Science Economics Engineering Studies English Advanced English Standard English Studies Food Technology French (Beginners) Geography Health and Movement Science Industrial Technology Electronics Industrial Technology Metals Industrial Technology Timber Investigating Science Legal Studies Mathematics Standard Mathematics Advanced Modern History Music 1 Physics Society & Culture VET Business Services – Admin(Cert III) VET Construction (Cert II) VET Hospitality <i>Food & Beverage</i> (Cert II) VET Retail Services (Cert III) Visual Arts <i>English Extension 1</i> <i>Mathematics Extension 1 (1unit)</i>	<p><i>(No HSC examination – will count towards 6 units required for the HSC and does not count towards an ATAR.)</i></p> Exploring Early Childhood VET Furniture Making (Cert II) VET Metal & Engineering (Cert I) Numeracy Photography, Video & Digital Imaging Sport, Lifestyle & Recreation Visual Design Work Studies

2 UNIT

**BOARD DEVELOPED
COURSES**

Aboriginal Studies

Fee: Year 11: \$20 Year 12: \$20

Course Description

The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

Content

Preliminary Course

- Aboriginality and the Land (20%)
- Heritage and Identity (30%)
- International Indigenous Community: Comparative Study (25%)
- Research and Inquiry Methods: Local Community Case Study (25%)

HSC Course

- Justice and Human Rights Issues (50%)
- Case Study of an Aboriginal community for each topic (20%)
- Research and Inquiry Methods – Major Project (30%)
(Choice of project topic based on student interest)

Course Requirements

In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

Ancient History

No Fee

Course Description

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

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

Content

Preliminary Course

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies'). Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies (40 indicative hours). Students study at least two ancient societies
- Historical Investigation (20 indicative hours). Historical concepts and skills are integrated with the studies undertaken in Year 11.

HSC Course

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

Course Requirements

Preliminary: In the Year 11 course, students undertake at least two case studies.

- One case study must be from Egypt, Greece, Rome or Celtic Europe, and
- One case study must be from Australia, Asia, the Near East or the Americas.

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

- Egypt, Greece, Near East, China, Rome

Biology

No Fee

Course Description

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

The HSC 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.

Content

Preliminary Course

- Module 1 Cells as the Basis of Life
- Module 2 Organisation of Living Things
- Module 3 Biological Diversity
- Module 4 Ecosystem Dynamics

HSC Course

- Module 5 Heredity
- Module 6 Genetic Change
- Module 7 Infectious Disease
- Module 8 Non-infectious Disease and Disorders

Course Requirements

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

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

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

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

Business Studies

Year 11: no fee Year 12: \$30 for case study

Course Description

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

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

Content

Preliminary Course

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

HSC Course

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

Chemistry

No Fee

Course Description

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

The HSC 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.

Content

Preliminary Course

- Module 1 Properties and Structure of Matter
- Module 2 Introduction to Quantitative Chemistry
- Module 3 Reactive Chemistry
- Module 4 Drivers of Reactions

HSC Course

- Module 5 Equilibrium and Acid Reactions
- Module 6 Acid/base Reactions
- Module 7 Organic Chemistry
- Module 8 Applying Chemical Ideas

Course Requirements

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

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

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

Community and Family Studies (CAFS)

Fee: Year 11: \$20 Year 12: \$20

Course Description

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

Content

Preliminary Course

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

HSC Course

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

Course Requirements

Students will be assessed on each of the areas of study. Formats may include submissions, in class tests and formal examinations.

For the HSC course, students are required to complete an Independent Research Project as part of the 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.

Dance

Fee: Year 11: \$30 Year 12: \$30

Course Description

In Dance Stage 6, students are able to study dance as a unique artform in which the body is the instrument for non-verbal communication and expression. The study of dance as an artform within the school environment is of special educational value to the students' total development, as it offers students new ways of learning through the performance, composition and appreciation of dance.

The *Dance Stage 6 Syllabus* emphasises dance both as an artform in its own right and as an exciting medium for learning that fosters students' intellectual, social and moral development. The artform of dance has a theoretical base that challenges the mind and the emotions, and its study contributes to the students' artistic, aesthetic and cultural education. The study of dance as an artform acknowledges the interrelationship between the practical and theoretical aspects of dance — the making and performing of the movement and the appreciation of its meaning.

Content

Preliminary Course

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

While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance. Students are required to perform in both small and large groups and also as soloists.

HSC Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components - Performance, Composition, Appreciation or Dance and Technology. Students are required to perform as soloists for the HSC practical examination.

Course Requirements

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

Design and Technology

Fee: Year 11: \$70 Year 12: \$70

Course Description

This course involves the study of design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. It involves hands-on practical activities which develop knowledge and skills in designing and producing. The course involves the development, realisation and documentation of design projects. The Major Design Project and supporting folio requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity.

Content

Preliminary Course: involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

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

Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects accompanied with design folios. The projects will develop skills and knowledge to be further developed in the HSC course.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project, major design folio and a case study of an innovation.

Drama

Fee: Year 11: \$30 Year 12: \$30

Course Description

This course provides students with the opportunity to engage in collaborative and individual experiences to develop skills in interpretation, communication, performance and critical analysis. Students engage with the cultural traditions and social contexts of drama and theatre through critical study and experiences in practical workshop activities and performances.

Content

Preliminary Course: comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

HSC Course: comprises the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides 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 Script-writing or Video Drama.

Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three 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.

Students selecting Drama are required to keep a log book of the development of each of the components Group Performance and Individual Project.

Earth and Environmental Science

Fee Nil

Course Description

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

The HSC 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.

Content

Preliminary Course

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

HSC Course

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

Course Requirements

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

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

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

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

Economics

Fee Nil

Course Description

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society.

Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Content

Preliminary Course

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

HSC Course

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

Engineering Studies

Fee: Year 11: \$80 (4 Student Workbooks) Year 12: Nil

Course Description

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

Content

Preliminary Course

Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of Biomedical engineering.

HSC Course

Students undertake the study of 4 compulsory modules:

- two application modules relating to the fields of Civil structures and Personal and public transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications

Course Requirements

There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

In both the Preliminary and HSC Courses students will undertake engineering reports both individually and collaboratively. One task will involve a practical component where an engineering concept is designed, tested, evaluated and analysed from an engineering perspective.

English - Choosing your compulsory English course

To fulfil the compulsory English requirement for the HSC, you have 3 options:

- English Advanced
- English Standard
- English Studies

English Advanced

Designed for students to become critical and sophisticated users of English and to develop their academic achievement through the study of complex texts. English Advanced is designed for students who enjoy the study of literature and reading a wide variety of texts. Students will read a variety of novels, suites of poetry and Shakespearean drama while demonstrating their knowledge through extended, analytical responses and crafting pieces of original, imaginative writing.

This course is perfect for students who read regularly for enjoyment, are strong critical and analytical thinkers and writers, and have demonstrated the willingness to engage in the drafting and refining process to create high-quality written responses.

It is important to note that English Advanced is a rigorous, academic course and requires a strong level of commitment from students. It is expected that students read all prescribed texts more than once and write analytical as well as imaginative texts regularly as part of their study schedule.

Students wishing to undertake the English Extension course must choose English Advanced.

English Standard

The English Standard course aims to develop effective, creative, and confident communicators. Students study a wide range of texts including film, poetry and novels. There is no compulsory study of Shakespeare. This course aims to develop the knowledge and skills required to use language accurately and appropriately in both the workplace and Higher Educational settings.

English Standard is the most common choice for students across the State. It is an academic course that will require students to engage in regular revision of content and skill development. It is expected that all students in the English Standard course will read the prescribed texts, study independently and engage in the drafting process to refine their written responses. This course is recommended for students who intend to finish Year 12 and gain their HSC and/or ATAR but who don't necessarily love studying English or have chosen a number of other academically demanding subjects. Whilst English Standard is not as academically rigorous as the English Advanced course, it is a challenging course that requires a strong level of commitment.

English Studies

This Board Developed Course helps students refine their skills and knowledge in English and consolidate their literacy skills. This course is aimed at students who wish to transition from school to employment or vocational training after school. Whilst still requiring the study of a variety of texts and assessments based on reading and writing skills, this course focuses on developing the literacy and communication skills required in everyday life and helps prepare students for the workforce rather than for Tertiary Education.

Students who wish to obtain an ATAR must take the optional HSC exam

English Advanced

Fee: Nil

Course Description

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

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

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

Content

Year 11 Course

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

HSC Course

- The HSC module *Texts and Human Experiences* is common to the HSC Advanced, the HSC Standard and the HSC English Studies courses. In this module students analyse and explore texts and develop skills responding to and composing texts within a conceptual framework.
- Three additional modules are also studied which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

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

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

English Standard

Fee: Nil

Course Description

In the Year 11 English Standard course, students learn about language and literature by exploring and experimenting with the way's events, experiences and ideas are represented in and through texts. Students study a range of texts including prose fiction, drama, poetry, nonfiction and multimedia.

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

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

Content

Year 11 Course

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

HSC Course

- The HSC module *Texts and Human Experiences* is common to the HSC Advanced, Standard and English Studies Courses. Students will be required to explore, analyse and evaluate texts set for study.
- Three additional modules are also studied which focus on how meaning is shaped in texts and the effectiveness of texts for different audiences and purposes.

Course Requirements

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

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

English Studies

Fee: Nil

Course Description

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

Students considering choosing this course should be advised that:

- Students will be able to sit for the optional HSC examination and will be reported on the common scale with the English Standard and English Advanced courses
- To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of courses in their pattern of study
- 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

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

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

Content

Preliminary Course

- Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study 2–4 additional syllabus modules (selected based on students' needs and interests).
- Students may also study an optional teacher-developed module.

HSC Course

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

Food Technology

Fee: Year 11: \$90 Year 12: \$90

Course Description

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

The HSC course involves the study of: the Australian Food Industry; food production and processing, food design and product development; nutrition, diet and health and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

Content

Preliminary Course

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

HSC Course

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

Course Requirements

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

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

French Beginners

Fee: Year 11: \$50 Year 12: \$50

Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Content

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

Geography

Fee: Nil

Course Description

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–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

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

Content

Preliminary Course

- Earth's natural systems - the diverse landscapes of the surface including the natural processes that create and change them.
- People, patterns and processes – spatial patterns and human diversity across the Earth and how humans are transforming those patterns.
- Human-environment interactions – global interactions between humans and the natural environment, including climate change
- Geographical Investigation - Students plan and conduct ONE Geographical Investigation

HSC Course

- Global sustainability - investigate sustainability in the contemporary world.
- Rural and urban places - the process of urbanisation and its influence on rural spaces
- Ecosystems and global biodiversity - the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Course Requirements

Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

Health and Movement Science (HMS)

NOTE - (Replacing Stage 6 PDHPE course from 2025 onwards)

Fee: Year 11: \$20 Year 12: \$20

Course Description

Health and Movement Science draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement. Students explore the factors that influence movement and performance and develop the skills to enhance movement for themselves and others throughout their lifetime. The study of health sciences draws on epidemiology, dimensions and determinants of health, and social justice principles. This enables students to think critically about the equity, access and sustainability of health and wellbeing for individuals and communities. Participation in physical activity plays a significant role in improving the health and wellbeing of individuals and communities. Learning in, through and about the movement sciences involves exploring and thinking critically about the interrelationships between anatomy, physiology, biomechanics, psychology, sociology, nutrition, skill acquisition, injury prevention and rehabilitation.

Year 11 Course Content

- **Health for Individuals (40 hours):** This focus area explores the meanings of health from different perspectives. Students investigate the interplay of the determinants influencing health and the indicators used to measure and evaluate health status.
- **The body and mind in motion (40 hours):** This focus area enables students to investigate how body systems influence and respond to movement and understand the interrelationships between these systems for efficient movement. Students develop an understanding of the role energy systems and types of training and training methods play and how the body physiologically adapts to training.
- **Collaborative Investigation (20 hours):** The Collaborative Investigation provides opportunities for students to develop knowledge and skills to support their own and others' health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers, and decision-makers.
- **Depth Studies (20 hours):** Students will participate in depth studies associated with content from Health for Individuals and Communities and/or The Body and Mind in Motion, to extend their understanding and deepen their knowledge beyond what is offered in the syllabus.

Year 12 Course Content

- **Health in an Australian and global context (45 hours):** students explore how healthy Australians are by comparing the health status of Australians within and across population groups. They evaluate the health status of Australians relative to other Organisation for Economic Co-operation and Development (OECD) countries and draw conclusions that could be applied to enhance the health of Australians. Students examine major chronic conditions, diseases and injury, and the impact these conditions can have on the healthcare system. They explore the impact of a growing and ageing population. Students evaluate the healthcare

system in Australia and explore the roles government and non-government organisations play in improving health. Students investigate changes and challenges to the health system, including the impact of emerging technologies and treatments, digital health and big data. Students investigate actions needed to promote and improve the health of Australians by investigating how the SDGs can inform strategies to improve the health status of a community. Some aspects of the Year 11 Health for Individuals and Communities content will be further investigated in this focus area, in particular the current health status of Australians, groups experiencing inequities in health and the SDGs.

- **Training for improved performance (45 hours):** In this focus area, students investigate the significance of Training for Improved Performance. This includes recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations. Students compare training plans and programs for recreational or elite individuals and groups, applying their understanding of biomechanics, injury prevention, training methods and technology to analyse how athletes can train for sustained movement and performance. Students explore the importance of nutrition, and how nutrition and supplementation affect an individual's performance. They compare the dietary requirements of athletes from different sports.
- **Depth Studies (30%):** Students will participate in depth studies associated with content from Health for Individuals and Communities and/or The Body and Mind in Motion, to extend their understanding and deepen their knowledge beyond what is offered in the syllabus.

NOTE: Depth Studies are included in both Year 11 and 12 and come in a variety of forms:

- **The profile of an athlete/sport:** applying knowledge, understanding and skills of key syllabus points to a specific athlete and/or sport
- **Practical investigations:** designing and conducting experiments to test a claim.
- **Secondary-sourced investigations:** analysis of literature/evidence/data related to a specific focus area and development of a final product to summarise the investigation.
- **Role-play:** addressing a problem/developing a solution from a specific perspective.
- **Open-ended problem:** working through an open-ended problem to develop a deeper understanding of the chosen content.

The collaborative Investigation will be assessed in Year 11 and 1 Depth study will be assessed in Year 12.

Industrial Technology: Electronics Technologies

Fee: Year 11: \$90 Year 12: \$90 OR the cost of major project materials

Exclusions

Only ONE Industrial Technology focus area can be studied. Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description

Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

In the Electronics focus area students will study the fundamentals of electronics, circuitry, understanding components, basic calculations and work health & safety requirements. Students will complete a number of practical tasks in their Preliminary year before moving onto a Major Design Project of their own choice during the Higher School Certificate. Previous projects have included drones, amplifiers, programmed LED cubes and alarm systems.

Content

Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety
- Design and Management – designing, drawing, computer applications, project management
- Workplace Communication – literacy, calculations, graphics
- Industry Specific Content and Production

HSC Course

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:

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

Course Requirements

In the Preliminary course, students must construct projects that 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.

Note: You may only study ONE Industrial Technology focus area

Industrial Technology: Metal and Engineering Technologies

Fee: Year 11: \$90 Year 12: \$90 OR the cost of major project materials

Exclusions

Only ONE Industrial Technology focus area can be studied. Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description

Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

In the Metal and Engineering focus area students will study the arc and MIG welding techniques, sheet metal bending and joining, scrolling, material characteristics and work health & safety requirements. Students will complete a number of practical tasks in their Preliminary year before moving onto a Major Design Project of their own choice during the Higher School Certificate. Previous projects have included barbeques, roof racks, braziers, fire pits and beds.

Content

Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety
- Design and Management – designing, drawing, computer applications, project management
- Workplace Communication – literacy, calculations, graphics
- Industry Specific Content and Production

HSC Course

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:

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

Course Requirements

In the Preliminary course, students must construct projects that 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.

Note: You may only study ONE Industrial Technology focus area

Industrial Technology: Timber Production and Furniture Technologies

Fee: Year 11: \$90 Year 12: \$90 OR the cost of major project materials

Exclusions

Only ONE Industrial Technology focus area can be studied. Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.

Course Description

Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

In the Timber Products and Furniture focus area students will study the cabinet work fundamentals, joining techniques, static machine and portable power tool procedures and work health & safety requirements. Students will complete a number of practical tasks in their Preliminary year before moving onto a Major Design Project of their own choice during the Higher School Certificate. Previous projects have included entertainment units, bookshelves, beds, display cabinets, dining tables and outdoor furniture.

Content

Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety
- Design and Management – designing, drawing, computer applications, project management
- Workplace Communication – literacy, calculations, graphics
- Industry Specific Content and Production

HSC Course

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:

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

Course Requirements

In the Preliminary course, students must construct projects that 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.

Note: You may only study ONE Industrial Technology focus area

Investigating Science

Fee Nil

Course Description

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

The HSC 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.

Content

Preliminary Course

- Module 1 Cause and Effect – Observing
- Module 2 Cause and Effect – Inferences and Generalisations
- Module 3 Scientific Models
- Module 4 Theories and Laws

HSC Course

- Module 5 Scientific Investigations
- Module 6 Technologies
- Module 7 Fact or Fallacy?
- Module 8 Science and Society

Course Requirements

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

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

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

Legal Studies

Fee: Nil

Course Description

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

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

Content

Preliminary Course

- The Legal System (40% of course time)
- The Individual and the Law (30% of course time)
- The Law in Practice (30% of course time)

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

HSC Course

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

Two options are chosen from:

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

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

Mathematics Standard Year 11

Fee: \$10

Prerequisites

The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus*, and in particular, the content and outcomes of all sub strands of Stage 5.1 and some of the sub strands of Stage 5.2.

Exclusions

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

Students who have followed the Mathematics Standard pathway in Year 11 are encouraged to study the Standard 1 or 2 pathways in Year 12.

Course Description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12, students can elect to study either the Mathematics Standard 1 Year 12 course, or the Mathematics Standard 2 Year 12 course.
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- Some students studying the Mathematics Standard 1 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Content

The Mathematics Standard Year 11 course comprises of four topics, with the topics divided into subtopics. The Mathematics Standard 2 Year 12 course content includes the same four topics and the additional topic of *Networks*. The topics are:

Preliminary Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

HSC Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

Mathematics Standard 1 Year 12 only

Fee: Nil

Prerequisites

The Mathematics Standard 1 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Standard Year 11 course.

Exclusions

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

Course Description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.
- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.
- To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination.
- All students studying the Mathematics Standard 1 course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 1 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Content

The Mathematics Standard 1 Year 12 course content comprises five topics, with the topics divided into subtopics. The topics are:

HSC Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

Mathematics Advanced

Fee: \$10

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 NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub strands of Stage 5.1, Stage 5.2 and Stage 5.3. This subject is usually suited to students who were in 10 Maths 1 and LEAP.

Exclusions

Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard course.

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

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role.
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Content

The Mathematics Advanced Year 11 course content is comprised of five topics, with the topics divided into subtopics. The Mathematics Advanced Year 12 course content includes four of the same topics and the topic of Financial Mathematics in place of the topic of Exponential and Logarithmic Functions.

Preliminary Course

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

HSC Course

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

Modern History

Fee: Nil

Course Description

The Preliminary course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

Content

Preliminary Course

- Investigating Modern History: The nature of modern history and two case studies
- Historical Investigation
- The Shaping of the Modern World

HSC Course

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

Course Requirements

Preliminary

In the Year 11 course, students undertake at least two case studies. One case study must be from Europe, North America or Australia, and One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

HSC

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

Music 1

Fee: Year 11: \$50 Year 12: \$50

Course Description

Students in Music 1 range from those with beginner instrumental and/or vocal skills to those with highly developed performance skills in a variety of musical styles including contemporary /popular music. The aim of the course is to provide students with the opportunity to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives. Music 1 assumes no prior knowledge of musical notation beyond the basic introduction in the Years 7–10 Mandatory course. The curriculum structure of the Music 1 course is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in music.

Content

Preliminary Music Course

The Preliminary Music course offers students the opportunity to develop knowledge and skills about the Concepts of Music and of music as an artform. This is done through Performance, Composition, Musicology and Aural activities in a variety of cultural and historical contexts. Students learn to evaluate music critically and develop an understanding of the impact of technology on music. Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics available for study which cover a broad range of styles, periods and genres.

Components and Weightings:

- Performance - 25%
- Composition - 25%
- Musicology - 25%
- Aural - 25%

HSC Music Course

In the HSC course, students will continue their 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. Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which cover a broad range of styles, periods and genres. 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.

Components and Weightings:

- Performance Core - 10%
- Composition Core - 10%
- Musicology Core - 10%
- Aural Core - 25%
- Elective 1 - 15%
- Elective 2 - 15%
- Elective 3 - 15%

Course Requirements

Preliminary Music

120 indicative hours are required to complete the Preliminary course.

HSC Music

120 indicative hours are required to complete the HSC Music course.

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

Physics

Fee: Nil

Course Description

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

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

Content

Preliminary Course

- Module 1 Kinematics
- Module 2 Dynamics
- Module 3 Waves and Thermodynamics
- Module 4 Electricity and Magnetism

HSC Course

- Module 5 Advanced Mechanics
- Module 6 Electromagnetism
- Module 7 The Nature of Light
- Module 8 From the Universe to the Atom

Course Requirements

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

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

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

**Personal Development, Health and Physical
Education (PDHPE)**

This course has been replaced from 2025

**Please refer to
Health and Movement Science (HMS)**

Society and Culture

Fee: Year 11: \$15 Year 12: \$15

Course Description

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

Content

Preliminary Course

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

HSC Course

Core

- Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- The Personal Interest Project (PIP) – an individual research project

Depth Studies

Two to be chosen from:

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

Course Requirements

Completion of Personal Interest Project (PIP)

2025 Business Services Course Descriptor

BSB30120 Certificate III in Business

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: Business Services

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 BSB30120 Certificate III in Business

<https://training.gov.au/training/details/bsb30120>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 13 units of competency. To meet NESA course hours the program includes 14 units. 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

- working within the business services industry involves
- customer (client) service
- using technology to organise information
- creativity
- critical thinking
- problem solving

Examples of occupations in the business services industry

- medical administration
- clerical worker
- office administration
- receptionist
- information desk operator
- records and information administration

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 Business Services 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.

Course Cost: Preliminary - \$40

HSC - \$40

School Specific equipment and associated requirements for students

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 Business Services (120 indicative hours) course or the Business Services (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 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.

Course Cost: Preliminary - \$90 HSC - \$90

School Specific equipment and associate requirements for students

- GIT Card (Workcover) Required for Student Work placements - \$110 Approximately
- Sturdy Leather Shoes & Steel Capped Work Boots for Outdoor Projects and PPE

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 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

- food and beverage attendant
- espresso coffee machine operator
- 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.

Course Cost: Preliminary Year 11 - \$140 Plus Uniform (approximately \$75), Year 12 - \$140

- **The Uniform is required for all practical cooking and for the student Work Placements**
- **Black leather shoes**

Refunds

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

A school-based traineeship is available in this course. For more information:

<https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality>

2025 Retail Services Course Descriptor

SIR30216 Certificate III in Retail

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: Retail Services

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 SIR30216 Certificate III in Retail <https://training.gov.au/Training/Details/SIR30216>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 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

- maintain store operations
- using technology to organise information
- meeting organisational expectations
- customer service skills
- teamwork
- problem solving

Examples of occupations in the retail services industry

- frontline sales assistant
- customer service representative
- shop assistant
- retail supervisor
- team leader
- senior sales assistant

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 Retail Services 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 - \$40

HSC - \$40

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 Retail Services (120 indicative hours) course or the Retail Services (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>

Visual Arts

Fee: Year 11: \$65 Year 12: \$65

Course Description

Preliminary Course

Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

Preliminary Course learning opportunities focus on:

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

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

HSC Course

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

HSC Course learning opportunities focus on:

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

Course Requirements

Preliminary Course

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

HSC Course

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

1UNIT

BOARD DEVELOPED

COURSES

Note: If you would like to enroll in an Extension Course, please see the Head Teacher responsible for that subject.

Some of the following information shows Year 12 courses. This will allow you to see your study pattern if you intend on studying extension courses in your HSC year.

English Extension 1 - Year 11 and English Extension 2 – Year 12

Fee: Nil

Prerequisites:

(a) English Advanced

(b) Year 11 English Extension 1 is a prerequisite for enrolment in the HSC English Extension course 1

(c) HSC English Extension 1 is a prerequisite for enrolment in the HSC English Extension course 2

Course Description

In the Year 11 English Extension 1 course, students explore how and why texts are valued in, and appropriated into, a range of contexts. They consider why some texts may be perceived as culturally significant.

In HSC English Extension course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

In HSC English Extension course 2, students develop a sustained composition, and document their reflection on this process.

Content

Year 11 Course: the course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

HSC English Extension Course 1: Students must complete the module: Literary Worlds and **one** elective option as well as **two** related texts.

Elective 1: Literary Homelands

Elective 2: Worlds of Upheaval

Elective 3: Reimagined Worlds

Elective 4: Literary Mindscapes

Elective 5: Intersecting Worlds

HSC English Extension Course 2: The course requires students to complete a Major Work.

Course Requirements

Year 11 English Extension Course: students are required to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

HSC English Extension 1 requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2019–2025 Electives and Prescribed Texts).

History Extension – Year 12 only

Fee: Nil

Prerequisites:

- A Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.
- An HSC course in Modern or Ancient History is a co-requisite for the HSC History Extension course.

Course Description

The aim of HSC History Extension is to enable students to evaluate the ideas and processes used by historians to produce history and to apply what they have learned to enquire into areas of historical interest with increasing independence.

The course further develops students' understanding of how historians work. The focus of the course is not on content alone, although an understanding of content is important. Rather than simply extending students' knowledge of a particular period or event in history, the course is aimed at using specific historical investigations to reflect on the nature of history and how and why approaches and interpretations change over time.

Students also gain a great deal of intellectual challenge and enjoyment from undertaking a historical investigation into an area that they have chosen and developed themselves. They are able to concentrate on an issue of personal interest to them, finding satisfaction and a sense of empowerment in the development and presentation of an extended piece of writing of their own.

Content

- **Part I: What is History? (60% course time)** Students use historical debates from ONE case study and a source book of historical readings to investigate the question 'What is history?', through the key questions: Who are the historians? What are the aims and purposes of history? How has history been constructed and recorded over time? Why have approaches to history changed over time?
 - Example Case Studies – Ancient Egypt and the Life of Teti, The End of the Bronze Age, The Impact of Rome on the Provinces, The Crusades – Campaigns of the Cross? Spain and the Aztec Empire, Napoleon – Reformer or Tyrant, The Nature of the Presidency of J.F.K, Women convicts in NSW.
- **Part II: History Project (40% course time)** Students complete research on a topic of their own choosing then plan and compose an extended piece of writing.

Mathematics Extension

Fee: Nil

Prerequisites

The Mathematics Extension Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub strands of Stage 5.1, Stage 5.2 and Stage 5.3.

Exclusions

Students may **not** study the Mathematics Extension course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Course Description

- The Mathematics Extension 1 Year 11 and course includes the Mathematics Advanced course and Year 12 course includes the Mathematics Advanced course and mathematics Extension 2 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and, therefore, also includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension course will sit for a HSC examination. They will also sit for the Mathematics Advanced HSC Examination.

The study of Mathematics Extension in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Content

The Mathematics Extension Year 11 course content is comprised of four topics, with the topics divided into subtopics. The Mathematics Extension 1 Year 12 course content includes the topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different topics. The topics are:

Preliminary Course

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

HSC Course

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

Mathematics Extension 2 – Year 12 only

Fee: Nil

Prerequisites

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

Exclusions

Students may **not** study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Course Description

- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.
- All students studying the Mathematics Extension 2 course will sit for a HSC examination. By sitting this examination, students do not sit for the Mathematics Advanced HSC Examination.

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

Content

The Mathematics Extension 2 course is comprised of five topics, with the topics divided into subtopics. The topics are:

HSC Course

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

Science Extension – Year 12 only

Fee: Nil

Prerequisites

Note: 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.

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are 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.

Course Description

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported 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.

Content

HSC Course

- 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

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.

2 UNIT

**CONTENT ENDORSED
COURSES**

Exploring Early Childhood

Fee: Year 11: \$60 Year 12: \$60

Course Description

Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments for young children. Skills in communication and interaction with young children will also be developed.

During the course students will have the opportunity to prepare and cook food suitable for early childhood in the TAS kitchens. The theory will allow students exploration into student service industry including legislative requirements and child-based learning.

Content

Core Course Modules

- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour
-

Elective Modules may include:

- Students with special needs
- Young children and media
- Starting school

Course Requirements

Students will potentially visit Childcare Centres as part of this course, many opportunities to interact with young children.

Some accreditations for units covered when studying the Early Childhood course at TAFE (after completing the two years).

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.

Course Cost: Preliminary - \$90 HSC - \$90

- School Specific equipment and associate requirements for students
- Sturdy Leather Footwear
- Personal protective Clothing

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 Furniture Making Pathways Course Descriptor

MSF20522 Certificate II in Furniture Making 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: Furniture Making Pathways
Board Endorsed Course (240 hours)
(2 units x 2 years)

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 MSF20522 Certificate II in Furniture Making Pathways <https://training.gov.au/Training/Details/MSF20522>. You will be expected to complete all Registered Training Organisation (RTO) and NESA requirements. 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

- creativity
- critical thinking
- problem solving
- time management
- communication

Examples of occupations in the furniture making industry

- shop fitter
- wood turning
- cabinet making
- joinery
- set design

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. You must complete a minimum of 35 hours mandatory 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.

Course Cost: Preliminary - \$90 HSC - \$90

- **School Specific equipment and associate requirements for students**
- **Sturdy Leather Footwear**
- **Personal protective Clothing**

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: Students undertaking both this Furniture Making Pathways course and another course based on the MSF Furnishing Training Package should choose different units of competency to meet the requirements of each HSC course and qualification. 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>

Numeracy

Fee: \$10

Prerequisites

This subject is suited to students who are in 10MATC, 10MATB and 10MATE.

Exclusions

It is anticipated that students undertaking Mathematics Advanced or higher courses have already consolidated essential numeracy skills and would not benefit from studying this course.

Course Description

- 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 Stage 6 CEC Syllabus* is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.
- The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions

in order to manage situations and solve problems relating to their present and future needs.

Content

The Numeracy 12 course content is comprised of 2 modules for each year, with the modules being divided into content areas.

Preliminary Course

Module 1

- Whole numbers, Data, graphs and tables, Distance, area and volume
- Operations with whole numbers, Time

Module 2

- Fractions and Decimals, Operations with fractions and decimals
- Metric relationships, Length, mass and capacity, Chance

HSC Course

Module 1

- Percentages, Operations with numbers, Finance
- Location, time and temperature, Space and design

Module 2

- Rate and ratios, Statistics and probability, Exploring with NRMT

Photography, Video and Digital Imaging

Fee: Year 11: \$65 Year 12: \$45

Exclusions

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

Course Description

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. This course will be 70% practical and 30% theory.

Content

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

- Wet Photography
- Video
- Digital Imaging.

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. 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.

Course Requirements

Students are required to keep a diary throughout the course

Sport, Lifestyle and Recreation (SLR)

Fee: Year 11: \$20 Year 12: \$20

Exclusions

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

Course Description

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

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

Through the course students will develop:

- Knowledge and understanding of the factors that influence health and participation in physical activity;
- Knowledge and understanding of the principles that impact on quality performance;
- An ability to analyse and implement strategies to promote health, activity and enhance performance;
- A capacity to influence the participation and performance of self and others.

Content

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

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyles
- Resistance Training
- Game and Sports Applications

Student Assessment

Students will be assessed on each of the areas of study. Formats may include presentations, demonstrations, submissions, in class tests and formal examinations.

VISUAL DESIGN

Fee: Year 11 \$65 Year 12: \$65

Course Description

Visual Design is a great course for students who are interested in a creative career in media and the design industry. Experience what it would be like to work as a graphic or industrial designer.

The subject is an Art based course that is largely practical with students having the opportunity to make and create design products. This is a great course for students who really enjoy Art and do not want to sit a Higher School Certificate Examination for the course.

Students will be given the opportunity to apply creative solutions to a variety of design briefs that encourage higher order thinking skills.

The course offers a variety of modules which will be selected from six modules over the two-year course of the categories below:

- Graphic Design
- Wearable Design
- Product Design
- Interior/Exterior Design
- Illustration and Cartooning
- Web design and multimedia
- Jewellery and Accessories Design
- Packaging and Furniture design

Students are provided with a Visual Design Diary when course fees are paid.

Work Studies

Fee: Year 11: \$70 Year 12: \$70

Course Description

Work Studies will assist students to recognise the links between education, training and work that affect their opportunities. It will develop students' skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

Students will complete a resume which will be used to apply for positions that become available throughout the year. Students will also go through a mock interview situation to boost their confidence for the real-life situation.

The strongly practical orientation of the course (timber and metal) is intended to upskill students and give them useful experiences against which to test their emerging career and/or study preferences. It also allows for students to develop a range of skills and attitudes in actual workplace contexts.

Course Structure

The Core

Core studies known as My Working Life is compulsory. The core provides an introductory study of aspects of work and work-related skills which are then taken up in more detail in the course modules. The indicative time allocation for the core is 30 hours.

Course Modules

The course modules expand on the issues introduced in the core. The 8 course modules supplied are:

- In the Workplace
- Preparing Job Application
- Teamwork and Enterprise Project & Skills
- Experiencing Work
- Applying Technology in the Workplace
- School Developed Projects Metal & Timber

Elective Modules

The elective modules are practical project-based areas from the timber and metal industry. Students will complete practical projects to gain skills and confidence in the workshop that should lead to bolstering the student's employability skills. They will also be asked to complete group tasks that give them the experience of teamwork in the workplace.

Work Experience

As part of the course students will be asked to complete 30 hours of work experience each year. This can be done in an area of their choice. Documentation must be completed before undertaking work experience and the workplace checked for authenticity.

IMPORTANT THINGS TO CONSIDER

To Achieve an ATAR:

You will complete a minimum of 6 Subjects (12 Units) in Year 11 & a minimum of 5 Subjects (10 Units) in Year 12. To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- 8 units from Board Developed courses.
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subjects.

To Achieve an HSC (Non ATAR):

You will complete a minimum of 6 Subjects (12 Units) in Year 11 & a minimum of 5 Subjects (10 Units) in Year 12. The pattern of study **MUST** consist of:

- At least 3 Board Developed subjects which includes English, plus 2 Content Endorsed Subjects.

The Can and Cannots:

- You can only select and study ONE Industrial Technology course.
- You can study any THREE Science subjects (6 units) in Year 11 and 7 units (with Science Extension 1 unit) in Year 12.

The Selection Process:

- You need to complete the “Subject Selection Form” on the last page of this booklet and ensure a parent or carer signs it.
- During Week 9 of Term 2, you will have an interview with the THS Transition Team to discuss your choices and to ensure your subjects align with your intended pattern of study. **YOU MUST BRING YOUR “SUBJECT SELECTION FORM”, SIGNED BY YOUR PARENT/CARER, WITH YOU.**

HSC Courses

BOARD DEVELOPED & VOCATIONAL (VET)	BOARD ENDORED & CONTENT ENDORSED
Aboriginal Studies Ancient History Biology Business Studies Chemistry Community and Family Studies Dance Design and Technology Drama Earth and Environmental Science Economics Engineering Studies English Advanced English Standard English Studies Food Technology French (Beginners) Geography Health and Movement Science Industrial Technology Electronics Industrial Technology Metals Industrial Technology Timber Investigating Science Legal Studies Mathematics Standard Mathematics Advanced Modern History Music 1 Physics Society & Culture VET Business Services – Admin(Cert III) VET Construction (Cert II) VET Hospitality <i>Food & Beverage</i> (Cert II) VET Retail Services (Cert III) Visual Arts <i>English Extension 1</i> <i>Mathematics Extension 1 (1unit)</i>	<p><i>(No HSC examination – will count towards 6 units required for the HSC and does not count towards an ATAR.)</i></p> Exploring Early Childhood VET Furniture Making (Cert II) VET Metal & Engineering (Cert I) Numeracy Photography, Video & Digital Imaging Sport, Lifestyle & Recreation Visual Design Work Studies

Surname: _____ First Name: _____ Roll Class: _____

SUBJECT SELECTION FORM

The order of your selections is very important. So, pick you most preferred subject first, then your second preferred etc. This will give your preferred subjects the best chance of running next year.

**If you are currently studying an early commencement course, please put it as your preference 2.*

STEP 1

Please circle **ATAR / Non-ATAR**

STEP 2

Select your subjects in order of preference.

Preference 1 – **ENGLISH** please circle Advanced / Standard / Studies

Preference 2 – _____

Preference 3 – _____

Preference 4 – _____

Preference 5 – _____

Preference 6 – _____

STEP 3

Select your reserves in order of preference.

Reserve 1 – _____

Reserve 2 – _____

Reserve 3 – _____

Reserve 4 – _____

- All students will complete selections online during the interview with a member of the THS Transition Team. You **MUST** have this form with you during this process.
- Your parent/carer **MUST** sign this form to confirm your subject choices.

Signature (Parent/Carer): _____ Date: _____