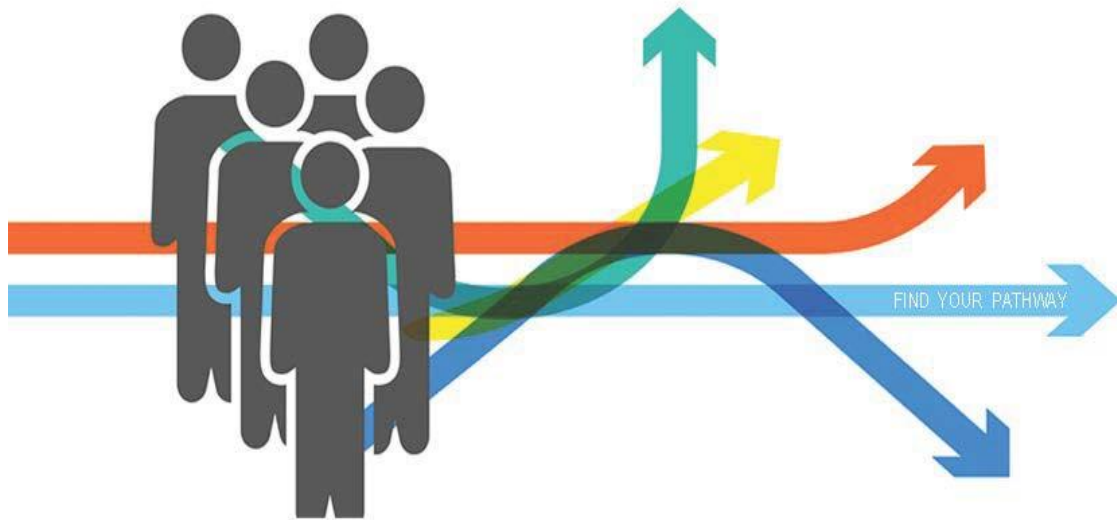




HENRY KENDALL HIGH SCHOOL

Andrew Backhouse
Principal

Senior School 2025/2026



Multiple Pathways

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HENRY KENDALL HIGH SCHOOL

Andrew Backhouse
Principal

SENIOR SCHOOL 2025/2026 MULTIPLE PATHWAYS PROGRAM

Dear Parents/Caregivers

We are continuing our program this term and next, with more activities aimed at assisting your child to make informed decisions in their planning for 2025.

- On **Thursday 6 June 2024** there will be a Community Information Evening held from 6.00pm in the school hall to discuss individual student pathway options for our Senior School in 2025/2026. NESA information will be outlined and Course Information Booklets will be distributed.
- On **Thursday 20 June 2024** from 6.00pm - 8.00pm there will be a Course Information Evening where you and your child can obtain additional course information from faculty representatives. Staff will be available to explain course information and to answer any questions.
- On **Tuesday 23 July 2024: Individual Student Interviews** - there **will not** be any timetabled lessons for Year 10 students. Each Year 10 student will be required to attend a formal interview regarding their proposed pathway plan for 2025. Students will attend school only for the duration of their interview. The remaining time should be used to complete course selection and career path research before course selection is lodged via Edval. Students will receive a link to Edval via their DoE email addresses. All students are strongly advised to lodge a course selection sheet even if they are considering moving to another training provider or a job next year as circumstances often change.

Course selections will be available on **Friday 21 June 2024**.

Résumé folders should be presented at the interview as well as the student's proposed plan for 2025. As well as providing a 'sounding board' for a student's proposed plan we are providing an opportunity for them to practice valuable 'interview skills'. Students should be neatly and tidily dressed for their interview. Each interview will take approximately 20 minutes. Students must be punctual and are expected to be at school 10 minutes before their scheduled interview time. If your student is unable to attend their interview, they must ring the school before the time indicated. Absences will require written explanations to the Principal.

Students will receive written notification of their interview time by **Week 9 Term 2**. Times will not be able to be altered as our team has 150 interviews to complete in one day. If you have any questions about these arrangements please contact the school.

Yours faithfully

Andrew Backhouse
Principal

Natalie Wearne
Deputy Principal

GLOSSARY

Courses in the Senior School are described differently to those in the Junior School. A whole new set of terms are used, and you will need to understand them so that you can make an educated choice.

Australian Tertiary Admission Rank (ATAR): Is a numerical measure of a student's overall academic achievement in the HSC in relation to that of other students. The ATAR is calculated solely for the use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission. The ATAR is a rank NOT a mark.

Advanced Standing: Means that students completing some HSC courses at a satisfactory level may count these towards a TAFE Award. They will then not have to study certain modules or subjects in the TAFE course.

Board Developed Courses: A course whose syllabus has been provided by NESA. These courses are eligible for inclusion in the calculation of an Australian Tertiary Admission Rank (ATAR).

Endorsed Course: A course whose syllabus has been designed by schools or NESA. These courses are NOT eligible for inclusion in the calculation of an ATAR and are not externally examined in the HSC. Results are based entirely on school assessment.

Exclusion: In general students may not study two courses in the one subject area.

HSC Course: A course which is the second component of a two-year program of study, it is commenced after a student has satisfactorily completed the Year 11 course.

Language for Beginners: A language course offered for students who have not studied the language for the Year 10 ROSA.

Matriculation: Is the qualification for entry to university. Each institution sets its own requirements.

NESA: NSW Education Standards Authority

Quota: The number of students who will be accepted into a university course.

Units of Study: All courses have a unit value, and each unit involves class time of approximately 2 hours per week (60 hours per year). Most of our courses are two units.

Vocational Education and Training (School Delivered or TAFE Delivered): Refers to courses undertaken as part of your Higher School Certificate with successful completion of the course providing credit towards a recognised VET qualification within the Australian Qualifications Framework.

Year 11 Course: Is the first component of senior study in a course. It must be satisfactorily completed before the HSC component commences.

TWO (2) UNIT COURSE

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

EXTENSION COURSE

⇒ Extension study is available in a number of subjects. Extension courses build on the content of the two (2) unit course and carry an additional value of one (1) unit requiring students to work beyond the standard of the two (2) unit course, Extension courses are available in English, Mathematics, History and Music.

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

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

ONE (1) UNIT COURSE

One (1) unit equals approximately two hours of class time each week or 60 hours per year. It has a value of 50 marks.

UNIVERSITY ENTRY REQUIREMENTS 2026 FOR YEAR 10 STUDENTS

UAC's Year 10 booklet is once again available in early May. As well as outlining prerequisites, assumed knowledge and recommended studies for tertiary courses commencing in 2026, this year's booklet will contain handy new worksheets to help students think about their interests, inspirations and skills when making their subject choices going into Years 11 and 12.

UAC's website <https://www25.uac.edu.au/uacshop/>. Booklets can be purchased from this site.

Payments can be made by cheque, PayPal, MasterCard or Visa to UAC.

HSC courses

To get your Higher School Certificate (HSC), you must complete at least 12 units of Preliminary courses **and** 10 units of HSC courses, including English. Most HSC courses are worth 2 units.

You need to satisfactorily complete the Preliminary course (usually in Year 11) before you can start the corresponding HSC course (usually in Year 12).

There are two main types of HSC courses: Board Developed Courses and Board Endorsed Courses.

NESA develops Board Developed Courses. Your achievement in these can count towards your [Australian Tertiary Admission Rank \(ATAR\)](#).

Board Developed Courses cover:

- * English
- * Mathematics
- * Science
- * Technology
- * Creative Arts
- * Personal Development, Health and Physical Education (PDHPE)
- * Human Society and its Environment (HSIE)
- * Languages
- * Vocational Education and Training (VET) Curriculum Frameworks.

Read more about Board Developed Course [subjects](#) and their descriptions.

Board Endorsed Courses are generally developed by schools, TAFE or universities. They contribute to the HSC, but don't count towards your ATAR.

To help plan your Year 11 and Year 12 studies read more on [choosing HSC courses](#).

ATAR course categories

Removal of ATAR course categories

From 2025 any course that schools offer with an HSC exam can count towards the calculation of the ATAR.

This categorisation change is a university measure, not a school-based or NESA policy. Schools retain oversight and responsibility for their school's subject offerings.

This reform will:

- improve student choice, with more students able to select a course of study that recognises a breadth of applied and academic learning
- strengthen the value and recognition of VET
- reduce the barriers of HSC VET examination.

What is changing?

English Studies, Mathematics Standard 1, and [VET courses with an HSC exam](#) are currently classified as Category B.

Previously, students could only have a maximum of 2 units of Category B courses contribute to their ATAR calculation.

The Universities Admission Centre (UAC) is removing this categorisation from the 2025 HSC onwards. Students will therefore have more courses contribute to their ATAR.

What does this mean for students?

Students can undertake English Studies, Mathematics Standard 1 AND pursue more [VET pathways](#) while having the option of an ATAR pathway into university.

The ATAR will continue to be calculated on 2 units of English, plus the 8 best units.

What if my school does not offer the VET course I want to study?

Students in NSW have the option of studying VET courses at school or through TAFE NSW or other training providers.

Read more about [VET Stage 6](#).

Choosing your compulsory English course

To satisfy the compulsory English aspect of the HSC, there are four English courses: English Advanced, English Standard, English Studies and English EAL/D.

English Studies is a Board Developed Course. It is for students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students seeking an alternative to the English Standard course, and who intend to proceed from school directly into employment or vocational training. Students of this course who wish to obtain an ATAR are required by the Universities Admission Centre (UAC) to sit the optional HSC examination.

English Standard supports students to become effective, creative and confident communicators. Students study a wide range of literary and everyday texts to develop the knowledge and skills required to use language accurately and appropriately for a variety of purposes and situations.

English Advanced is a course designed for students to become critical and sophisticated users of English and to develop their academic achievement through the study of complex texts. This course is a pre- or co-requisite for English Extension courses. English Extension 1 allows more specialised study, while English Extension 2 requires students to create a Major Work.

English EAL/D is a course designed for students who have been educated in English for five years or less, either in Australia or overseas. The strict eligibility rules for this course are on the [ACE website](#).

Understanding your Mathematics options

The mathematics courses that can contribute to an ATAR are Mathematics Advanced and Mathematics Standard (Standard 1 and 2).

Mathematics Standard 1 is a Board Developed Course with an optional HSC examination. It develops and refines students' skills and knowledge in mathematics and consolidates their numeracy skills. It is a course for students who intend to proceed from school with an appropriate mathematical background for entering the workforce and/or undertaking further community and workplace training.

Mathematics Standard 2 caters for a wide range of students. It develops and refines students' mathematical knowledge and skills in a range of areas including statistics, finance, measurement and algebra to enhance their personal, social and job opportunities.

Mathematics Advanced is a pre- or co-requisite for the Mathematics Extension courses (Mathematics Extension 1 and Mathematics Extension 2). Mathematics Extension 2 is the highest level mathematics course for students with a special interest and ability in mathematics. Mathematics Extension 1 can be studied concurrently or consecutively with Mathematics Extension 2.

Advice for students choosing HSC courses

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?

Each Stage 6 course description includes related industry information and connections to possible study, training and career opportunities these subjects can lead to after school.

Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

Meeting HSC eligibility requirements

Know the eligibility basics

To be eligible for the HSC, you must:

- * satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- * attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- * complete [HSC: All My Own Work](#) (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- * satisfactorily complete courses in the patterns of study detailed below
- * sit for and make a serious attempt at the required HSC exams
- * meet the [HSC minimum standard of literacy and numeracy](#) within five years of starting your HSC course.

Certain patterns of study and course requirements apply

You must satisfactorily complete:

- * a Preliminary pattern of study that includes at least 12 units
- * an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

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

Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it as the 2 units of English that UAC uses to calculate an ATAR if you sit the optional HSC examination.

There are also specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about [eligibility, rules and prerequisites](#) on our website.

Types of HSC courses

Board Developed courses are the large number of courses set and examined by NESA that also contribute to the calculation of the ATAR. View a list of all [Board Developed Courses broken down by subject](#).

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.

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

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

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



Stage 6 Pathways 2025/2026

ATAR

- For those seeking University future
- HSC and ATAR

ATAR/ Vocational

- Flexibility in future pathway
- HSC and possible ATAR
- Possible ATQF Cert II

NonATAR / Vocational

- For those not considering University in 2027
- Looking at TAFE/Apprenticeships/
Employment/Traineeships
- HSC and/or ATQF Cert II and/or
Certificate of Attainment

ATAR



Strengths

- Rigorous Study
- Students have a clear pathway mapped out
- Broad selection of courses
- Keen to continue study at University in 2027

Opportunities

- Provides skills, credentials and knowledge for further study
- Credential: HSC
- Can include one VET course in the ATAR as long as you sit the HSC examination for that VET course

Weaknesses

- Can only choose Board Developed Courses

Threats

- Be prepared for hard work and being organised

ATAR and Vocational

Want HSC

- Flexibility of future pathway
- Keep Uni option available
- Interested in VET subjects

Complete 8 units Board Developed Courses +2 Units VET (Year 11 & 12)

- Complete VET course and sit exam
- Year 11 - must complete 12 units

HSC + ATAR + possible Cert II

- Uni/TAFE/Work

Strengths

- Greater variety of courses
- Still leaves options open

Opportunities

- Possibility of TWO credentials – HSC and Cert II
- Provides skills, credentials and knowledge for further tertiary study, training or employment
- Can include VET courses as long as you sit the HSC Examination

Weaknesses

- Some VET courses are at TAFE

Threats

- Travel to TAFE
- Catching up on work missed through travel or work placement

Vocational HSC

Want HSC

- More interested in vocational courses
- looking to gain a traineeship, apprenticeship or looking for work

6 Board Developed Units

+

- Year 11 - 6 units SVET/TVET/non ATAR courses
- Year 12 - 4 units SVET/TVET/non ATAR courses

HSC +

- Possible Cert 11
- TAFE/Apprenticeships/Traineeships/Work

Strengths

- Maximum variety in course choice while still attaining HSC credentials
- Achievement of competencies
- Improves work readiness

Opportunities

- Minimum 3 Board Developed Courses to attain HSC
- Do not have to sit VET HSC examinations
- Exit with possible Certificate II and/or Certificate of Attainment for BOS courses
- Work Placement may improve chances of work
- Lots of flexibility

Weaknesses

- Some VET courses are at TAFE

Threats

- No ATAR – must be certain that University pathway is NOT for you in 2027
- Catching up on work missed through travel and work placement

BOARD DEVELOPED COURSES

English Standard	
2 units for each of Year 11 and Year 12 Board Developed Course Exclusions: English Advanced; EAL/D; English Extension; English Studies	
Course Contact: Head Teacher - Mr B Wawrzyk	Course Fees: Nil
Course Description: English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.	
Year 11 Course Structure and Requirements Common module - Reading to Write: Transition to Senior English Module A: Contemporary Possibilities Module B: Close Study of Literature There are no prescribed texts for Year 11. Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film). Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support the study of texts with their own wide reading.	
Year 12 Course Structure and Requirements Common module - Texts and Human Experiences Module A: Language, Identity and Culture Module B: Close Study of Literature Module C: The Craft of Writing: This module may be studied concurrently with the common module and/or Modules A and B Students are required to closely study three types of prescribed texts, one drawn from each of the following categories: ● prose fiction ● poetry OR drama ● film OR media OR nonfiction The selection of texts for Module C: The Craft of Writing does not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in the Common module: Texts and Human Experiences.	
Particular Course Requirements: Across Stage 6 the selection of texts must give students experience of the following: <ul style="list-style-type: none"> ● a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. ● texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia ● a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples ● texts with a wide range of cultural, social and gender perspectives ● integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. 	

English Advanced

2 units for each of Year 11 and Year 12

Board Developed Course:

Exclusions: English Standard; EAL/D; English Studies

Course Contact: Head Teacher - Mr B Wawrzyk

Course Fees: Nil

Course Description:

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

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Year 11 Course Structure and Requirements

Common module: Reading to Write

Module A: Narratives that Shape our World

Module B: Critical Study of Literature

There are no prescribed texts for Year 11.

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

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

Year 12 Course Structure and Requirements

Common module: Texts and Human Experiences

Module A: Textual Conversations

Module B: Critical Study of Literature

Module C: The Craft of Writing: This module may be studied concurrently with the common module and/or Modules A and B

Students are required to closely study four prescribed texts, one drawn from each of the following categories:

- Shakespearean drama
- prose fiction
- poetry OR drama

The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.

The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.

Students must study ONE related text in the common module: Texts and Human Experiences.

Particular Course Requirements:

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

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

English Studies

2 units for each of Year 11 and Year 12

Content Endorsed Course

Exclusions: Board Developed Courses - English (Standard) and English (Advanced)

Course Contact: Head Teacher - Mr B Wawrzyk

Course Fees: Nil

Course Description:

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.

Students studying English Studies may elect to undertake an optional HSC examination. The examination mark will be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR). Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.

Year 11 Course Content

Mandatory module - Achieving through English: English in education, work and community

An additional 2-4 modules to be studied

Year 12 Course Content

Mandatory common module - Texts and Human Experiences

An additional 2-4 modules to be studied

Particular Course Requirements:

English Studies course

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- 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, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

In both Year 11 and Year 12 students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

In Year 12 students will also be required to:

- study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

Year 11 English Extension
Year 12 English Extension 1
Year 12 English Extension 2

1 unit of study for each of Year 11 and Year 12

Prerequisites: (a) English (Advanced) course
(b) Year 11 English Extension Course is prerequisite for Extension Course 1.
(c) Extension Course 1 is prerequisite for Extension Course 2.

Exclusions: English (Standard) Course; EAL/D; English Studies

Course Contact: Head Teacher - Mr B Wawrzyk

Course Fees: Nil

Course Description:

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.

Main Topics Covered:

Year 11 Extension

Module: Texts, Culture and Value

Related research project: This project may be undertaken concurrently with the module.

Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.

Year 12 Extension 1

Common module: Literary Worlds with ONE elective option

The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts.

Students are required to study at least TWO related texts.

English Extension 2

The Composition Process; Major Work; Reflection Statement; The Major Work Journal

Text requirements: Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement

Particular Course Requirements:

For the Year 12 English Extension 1 course students are required to:

- complete the Year 11 English Extension course as a prerequisite
- undertake ONE elective option from the common module.

For the Year 12 English Extension 2 course students are required to:

- be undertaking study of the Year 12 English Extension 1 course
- complete a Major Work and Reflection Statement
- document coursework in a Major Work Journal. The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.

Biology

2 units for each of Year 11 and Year 12
Board Developed Course

Course Contact: Teacher - Miss C Robinson or Mr K Silver **Course Fees:** Nil
Head Teacher - Miss L Green

Course Description:

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

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

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

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Note: Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted.

Main Topics Covered:

Year 11 Course Modules

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

Year 12 Course Modules

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

Particular Course Requirements:

Practical experiences should occupy a minimum of 35 indicative hours in each of the Year 11 and Year 12 courses. A depth study, comprising 15 hours of course time, is to be undertaken in each of the Year 11 and Year 12 courses.

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination		• Skills in working scientifically	60
		• Knowledge and understanding	40
	100		100

Business Studies

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Contact: Teacher - Miss C McLennan or Mrs J Kostalas
Head Teacher - Mr M Macdonald

Course Fees: Nil

Course Description:

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

Main Topics Covered:

Year 11 Course

- Nature of Business 20%
- Business Management 40%
- Business Planning 40%

Year 12 Course

- Operations 25%
- Marketing 25%
- Finance 25%
- Human Resources 25%

Particular Course Requirements:

In the Year 11 course there is a research project, investigating the operation of a small/medium business or planning the establishment of a small/medium business.

Assessment: Year 12 course only

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and Understanding of Course Content	40
	Stimulus Based Skills	20
	Inquiry and Research	20
	Communication of Business Information, ideas and issues in appropriate forms	20
	100	

Chemistry

2 units for each of Year 11 and Year 12

Board Developed Course

Course Contact: Teacher - Ms M Ogle
Head Teacher - Mrs L Green

Course Fees: Nil

Course Description:

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

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

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Note: Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted.

Main Topics Covered:

Year 11

Module 1: Properties and Structure of Matter

Module 2: Introduction to Quantitative Chemistry

Module 3: Reactive Chemistry

Module 4: Drivers of Reactions

Year 12 Course Modules

Module 5: Equilibrium and Acid Reactions

Module 6: Acid/Base Reactions

Module 7: Organic Chemistry

Module 8: Applying Chemical Ideas

Particular Course Requirements:

Practical experiences should occupy a minimum of 35 indicative hours in each of the Year 11 and Year 12 courses.

A depth study, comprising 15 hours of course time, is to be undertaken in each of the Year 11 and Year 12 courses.

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination		• Skills in working scientifically	60
		• Knowledge and understanding	40
	100		100

Community & Family Studies

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Contact: Head Teacher - Mr M Mellish

Course Fees: Nil

Course Description:

Community & Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively Main Topics Covered:

Year 11 Course

Resource Management

- Basic concepts of the resource management process. (Indicative course time: 20%)

Individuals and Groups

- The individual's roles, relationships and tasks with groups. (Indicative course time: 40%)

Families and Communities

- Family structures and functions and the interaction between family and community. (Indicative course time: 40%)

Year 12 Course

Research Methodology

Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25%)

Groups in Context

- The needs of specific community groups. (Indicative course time: 25%)

Parenting and Caring

- Individuals and groups who adopt roles in parenting and caring in contemporary society (Indicative course time: 25%)

Year 12 Option Modules (Select one of the following, Indicative course time: 25%):

Family and Societal Interactions

- How government and community structures support and protect family members throughout the lifespan.

Social Impact of Technology

- The impact of evolving technologies on individuals and lifestyle.

Individuals and Work

Contemporary issues confronting individuals as they manage roles within both family and work environments.

Particular Course Requirements:

As part of the Year 12, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management

Assessment: Year 12 course only

External Examination	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none"> • A three-hour written exam 	100	Knowledge and understanding of course content	40
		Skills in critical thinking, research methodology, analysing and communicating	60
	100		100

Engineering Studies

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Contact: Teacher - Miss C Reynen
Head Teacher - Mrs C McTeigue

Course Fees: Nil

Course Description:

Both Year 11 and Year 12 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.

Main Topics Covered:

Year 11 Course

Students undertake the study and development of an engineering report for each of 4 modules:

- Engineering fundamentals, engineering products, braking systems and Bio-Engineering.

Year 12 Course

Students undertake the study and development of an engineering report for each of 4 modules:

- Civil Structures, Personal and Public transport, Aeronautical Engineering and Telecommunications Engineering.
- Please note that a higher level of Mathematics is recommended for this course.

Assessment: Year 12 course only

External Examination	Weighting	Internal Assessment	Weighting
Section I			
Objective response questions	20	Knowledge and understanding of engineering principles and developments in technology	50
Section II			
Short-answer questions	80	Skills in research, problem solving and communication related to engineering	30
		Understanding of the scope and role of engineering including management and problem solving	20
	100		100

French Beginners

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Contact: Teacher - Miss K Ellis
Head Teacher - Mr M Macdonald

Course Fees: Nil

Course Description:

In the Year 11 and 12 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.

Main Topics Covered:

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

Particular Course Requirements: Students must meet eligibility requirements for the French Beginners Course. Students have had no more than 100 hours' study of the language at the secondary level (or the equivalent).

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Listening Reading Speaking Writing	30 30 20 20
	100		100

Geography

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Contact: Teacher - Miss C McLennan

Course Fees: Nil

Head Teacher - Mr M Macdonald

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

Main Topics Covered:

Year 11

Focus Areas	Indicative Hours
Earth's natural systems	40
People, patterns and processes	40
Human–environment interactions	20
Geographical Investigation	20

Year 12

Focus Areas	Indicative Hours
Global sustainability	30
Rural and urban places	45
Ecosystems and global biodiversity	45

Particular Course Requirements: Students will complete the Geographical Investigation as part of their Year 11 Course. Twelve hours of fieldwork must be completed in both Year 11 and Year 12.

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
The examination will consist of a written paper worth 100 marks.	100	<ul style="list-style-type: none"> Knowledge and understanding of course content 	40
Time allowed: 3 hours plus 10 minutes reading time.		<ul style="list-style-type: none"> Geographical skills and tools 	20
The paper will include a stimulus booklet, which may contain maps, graphs, statistics, diagrams, images/photographs and text-based information.		<ul style="list-style-type: none"> Geographical inquiry and research, including fieldwork 	20
The paper will consist of 4 sections.		<ul style="list-style-type: none"> Communication of geographical information, ideas and issues in appropriate forms 	20
	100		100

Health and Movement Science

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Contact: Head Teacher - Mr M Mellish

Fees may be charged where external training courses are undertaken

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. In this syllabus, students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. The study of health sciences draws on epidemiology and the dimensions and determinants of health.

Students explore the factors that influence movement and performance, and develop the skills to enhance movement. 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.

Year 11 Course

Core 1 - Health for Individuals and Communities

Core 2 - The Body and Mind in Motion

Collaborative Investigation - Provides students with the opportunity to work collaboratively by designing, planning, conducting and analyse their own research. Research can be conducted in relation to content areas from the Core 1 and Core 2 modules.

Depth Studies - Two depth studies will be undertaken by students to deepen their knowledge and understanding of key areas in relation to Core 1 and Core 2 concepts.

Year 12 Course

Core 1 - Health in an Australian and Global Context

Core 2 - Training for Improved Performance

Depth Studies - Two depth studies will be undertaken by students to deepen their knowledge and understanding of key areas in relation to Core 1 and Core 2 concepts.

Particular Course Requirements:

- Students will undertake a collaborative investigation within the Year 11 course. Within this investigation, students are assessed specifically on the skill outcome: **HM-11-05** Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts. The investigation aims to develop research and collaboration skills as students plan, conduct and analyse their own research in relation to a content area from Core 1 or Core 2.

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written exam	100	Knowledge and understanding of course content	40
		Skills in analysis, communication, creative thinking, problem-solving and research	60
			30
	100		100

History - Ancient

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Contact: Teacher - Mr M Macdonald and Mr D Ardley
Head Teacher - Mr M Macdonald

Course Fees: Nil

Course Description:

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. A range of ancient societies including Egypt, Near East, Rome, Greece, China, and Aboriginal Australia can be studied.

The Year 11 course provides the foundation for students more specialised Year 12 studies.

Main Topics Covered

Year 11 Course

- Investigating Ancient History – The Nature of Ancient History
- Investigating Ancient History – Case Studies
- Features of Ancient Societies
- Historical Investigation – The historical should extend a particular area of individual student or group interest. The investigation can be integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

Year 12 Course

- Core: Cities of Vesuvius – Pompeii and Herculaneum
- Ancient Societies
- Personalities in their Times
- Historical Periods

Particular Course Requirements:

The Year 11 course is a prerequisite for the Year 12 course and Extension History.

Assessment: Year 12 course only

External Assessment:	Internal Assessment:	Weighting
A three hour written examination.	The four parts of the course are assessed through a range of tasks. <ul style="list-style-type: none"> • Knowledge and Understanding of Course Content 40 • Historical skills in the analysis and evaluation of sources and interpretations 20 • Historical inquiry and research 20 • Communication of historical understanding in appropriate forms 20% 	100

Extension History – Year 12 ONLY

Students who complete Year 11 Ancient and/or Year 11 Modern History are able to attempt the Extension History 1 Unit in Year 12.

- Constructing History – Key Questions
- Constructing History – Case Studies
- History Project

History - Modern

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Contact: Teacher - Ms D Le Page and Mrs R Travica
Head Teacher - Mr M Macdonald

Course Fees: Nil

Course Description:

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Main Topics Covered;

Year 11 Course

- Investigation Modern History – The Nature of Modern History
- Investigating Modern History – Case Studies
- Historical Investigation
- The Shaping of the Modern World

Year 12 Course

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

Particular Course Requirements:

The Year 11 course is a prerequisite for the Year 12 course and Extension History.

Assessment: HSC course only

External Assessment	Internal Assessment	Weighting
A three hour written examination will be completed.	Core, national and international studies are assessed through a range of tasks	
	<ul style="list-style-type: none"> • Knowledge and Understanding of Course Content 	40
	<ul style="list-style-type: none"> • Historical skills in the analysis and evaluation of sources and interpretations 	20
	<ul style="list-style-type: none"> • Historical inquiry and research • Communication of historical understanding in appropriate forms 	20 20
		100

Extension History – Year 12 ONLY

Students who complete Year 11 Ancient and/or Year 11 Modern History are able to attempt Extension History 1 Unit in Year 12.

- Constructing History – Key Questions
- Constructing History – Case Studies
- History Project

Industrial Technology

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Yes

Course Contact: Teacher - Mr J Kessler and Miss C Reynen
Head Teacher - Mrs C McTeigue

Course Fees:
\$80 (Year 11)
\$50 (Year 12)
Additional costs according to Individual Projects

Course Description:

Industrial Technology Stage 6 consists of project work and associated 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. Students will choose a focus area of study.

Focus areas are:

- Multimedia Technologies
- Timber Products and Furniture Industries

Main Topics Covered:

Year 11 Course

Both the Year 11 and Year 12 courses are organised around four sections.

All students in Industrial Technology will complete study in the following areas:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

Year 12 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, Management and Communication
- Production
- Industry Related Manufacturing Technology

Particular Course Requirements:

In the Year 11 course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of business within their focus industry. In the Year 12 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.

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
Written examination <i>Section 1 - Industry Related Manufacturing Technology</i> Objective response questions specific to each industry focus area	10	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	40
<i>Section II - Industry Related Manufacturing Technology</i> Short answer questions specific to each industry focus	15	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	60
<i>Section III - Industry Study</i> Candidates answer one structured extended response question	15		
Major Project	60		
	100		100

Investigating Science

2 units for each of Year 11 and Year 12

Board Developed Course

Course Contact: Teacher - Miss L Green

Course Fees: Nil

Head Teacher - Miss L Green

Course Description:

The Investigating Science course is designed to assist students in engaging with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines such as Biology, Physics and Chemistry by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Note: Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted.

Main Topics Covered:

Year 11 Course Modules

Module 1: Cause and Effect - Observing

Module 2: Cause and Effect - Inferences and Generalisations

Module 3: Scientific Models

Module 4: Theories and Laws

Year 12 Course Modules

Module 5: Scientific Investigations

Module 6: Technologies

Module 7: Fact or Fallacy?

Module 8: Science and Society

Particular Course Requirements:

Practical experiences should occupy a minimum of 35 indicative hours in each of the Year 11 and Year 12 courses. A depth study, comprising 30 hours of course time, is to be undertaken in each of the Year 11 and Year 12 courses.

Assessment: Year 11 course only

External Assessment	External Assessment	External Assessment	External Assessment
A three hour written examination		<ul style="list-style-type: none"> Skills in working scientifically Knowledge and understanding 	60
			40
	100		100

Legal Studies

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Contact: Teacher - Mrs J Kostalas and Miss C McLennan
Head Teacher - Mr M Macdonald

Course Fees: Nil

Course Description:

The Year 11 course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, and the specific nature of the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The Year 12 course investigates the key areas of law, justice and human rights through a variety of options, which consider how changes in societies influence law reform.

Main Topics Covered:

Year 11 Course

- CORE PART 1: The Legal System 40% of course time
- CORE PART II: The Individual and the law 30% of course time
- CORE PART III: The Law in Practice 30% of course time *(This section may be integrated with Part I and/or Part II)*

Year 12 Course

- CORE Part I: Crime 30% of course time
- CORE Part II: Human Rights 20% of course time
- Part III: Options (Choose two) 50% of course time (25% each)

Two chosen from consumers, family, global environment protection, Indigenous people, shelter, workplace, world order

Key themes incorporated across all topics: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Law Reforms, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

Particular Course Requirements:

No special requirements

Assessment Year 12 course only.

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination:		Knowledge and understanding	60
Core – Human Rights	20	Research	20
Core – Crime	30	Communication	20
Focus Studies	50		
	100		100

Mathematics Standard

2 units for each of Year 11 and Year 12

Board Developed Course

Prerequisites:

NESA strongly recommends completion of particular Stage 5.2 outcomes as a prerequisite for the Mathematics Standard course.

Exclusions:

Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.

Course Contact: Head Teacher - Mr M Reece

Course Fees: Nil

The Year 11 Mathematics Standard course and Year 12 Mathematics Standard 1 and 2 courses are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to a broad range of human activity, including a range of post-school pathways requiring a variety of mathematical and statistical techniques.

Students will learn to use a range of mathematical techniques and tools, including relevant technologies, in order to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner.

The Year 12 Mathematics Standard 2 course provides a strong foundation for a broad range of vocational pathways, as well as for a range of university courses. Students study a common Year 11 Mathematics Standard course which leads into either Mathematics Standard 1 or Mathematics Standard 2 in Year 12. Students studying Mathematics Standard 1 are eligible for an ATAR if the option of sitting the HSC examination is chosen

Main Topics Covered:

Year 11

- Formulae and Equations
- Linear Relationships
- Applications of Measurement
- Working with Time
- Money Matters
- Data Analysis
- Relative Frequency and Probability

Year 12: Standard 2

- Linear and Non-Linear Functions
- Non-Right-angled Triangles
- Ratios and Rates
- Investments and Loans
- Annuities
- Bivariate Data Analysis
- The Normal Distribution
- Networks and Critical Path Analysis

Standard 1

- Linear and Non-Linear Functions
- Right-angled Triangles
- Rates
- Scale Drawings
- Investment
- Depreciation and Loans
- Further Statistical Analysis
- Networks and Paths

Assessment: Year 11 and Year 12

External Assessment	Internal Assessment
<ul style="list-style-type: none"> • All students studying Mathematics Standard 2 will sit for an HSC examination. This examination is 2.5 hours duration, with 10 minutes reading time, consisting of 2 sections: Section 1 - 15 marks, Section 2 - 85 marks. • Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark can be used by the Universities Admission Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR). The Standard 1 examination is 2 hours duration, with 10 minutes reading time, consisting of 2 sections: Section 1 - 10 marks, Section 2 - 70 marks. • A NESA Reference Sheet will be provided, which includes some commonly used formulas. 	<p>Year 11</p> <ul style="list-style-type: none"> • Three assessment tasks • The minimum weighting for an individual task is 20% and the maximum weighting is 40% • One task must be an assignment or investigation-style with a weighting of 20-30% <p>Year 12</p> <ul style="list-style-type: none"> • A maximum of four assessment tasks • The minimum weighting for an individual task is 10% and the maximum weighting is 40% • One task must be an assignment or investigation-style with a weighting of 15-30% • One task may be a formal written examination with a maximum weighting of 30%
100	100

Mathematics Advanced

2 units for each of Year 11 and Year 12

Board Developed Course

Prerequisites:

The course is delivered with the assumption that students have completed AND excelled in all Stage 5.3 outcomes and has a particularly strong focus on complex applications of Algebra. **All students who intend to select this course should first consult with their current Mathematics teacher.**

Course Contact: Head Teacher - Mr M Reece

Course Fees: Nil

Course Description: The course is intended to give students who have excelled in the skills of Stage 5 Mathematics and have an understanding of, and competence in, some further aspects of Mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in Science and Commerce. The course is a sufficient basis for further studies in Mathematics at a tertiary level.

Main Topics Covered:

Year 11

- Functions and Graphs
- Trigonometry and Radians
- Trigonometric Functions and Identities
- Differential Calculus
- Logarithmic and Asymptotic Functions
- Discrete Probability Distributions

Year 12

- Curve Sketching
- Trigonometric Functions and Graphs
- Higher Derivatives
- Integral Calculus
- Series and Sequences
- Descriptive Statistics and Bivariate Data Analysis
- Random Variables
- Financial Modelling

Assessment: Year 11 and Year 12.

External Assessment

- All students studying Mathematics Advanced will sit for an HSC examination. This examination is 3 hours duration, with 10 minutes reading time, consisting of 2 sections: Section 1 - 10 marks, Section 2 - 90 marks.
- The Mathematics Advanced examination will include items that are common with the Mathematics Standard 2 HSC examination. Common items will be worth 20 to 25 marks and will be distributed throughout Sections I and II.
- NESAs-approved calculators may be used.
- A NESAs Reference Sheet will be provided, which includes some commonly used formulas.

Internal assessment

Year 11

- Three assessment tasks
- The minimum weighting for an individual task is 20% and the maximum weighting is 40%
- One task must be an assignment or investigation-style with a weighting of 20-30%

Year 12

- A maximum of four assessment tasks
- The minimum weighting for an individual task is 10% and the maximum weighting is 40%
- One task must be an assignment or investigation-style with a weighting of 15-30%
- One task may be a formal written examination with a maximum weighting of 30%

100

100

Mathematics Extension 1

1 additional unit for each of Year 11 and Year 12

Board Developed Course

Prerequisites:

This course is delivered with the assumption that students have achieved mastery of all Stage 5.3 outcomes. Students must be willing to attend morning classes twice per week. **All students who intend to select this course should first consult with their current Mathematics teacher.**

Course Contact: Head Teacher - Mr M Reece

Course Fees: Nil

Course Description: The content of this course, which includes the whole of the Mathematics Advanced course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5.3 Mathematics and who are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of Science, Engineering and Economics. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level, and for the study of Mathematics in support of the physical and engineering sciences. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Main Topics Covered:

Year 11

- Further work with Functions
- Polynomials
- Inverse Trigonometric Functions
- Further Trigonometric Functions
- Rates of Change
- Working with Combinatorics

Year 12

- Proof by Mathematical Induction
- Introduction to Vectors
- Trigonometric Equations
- Further Calculus Skills
- Applications of Calculus
- The Binomial Distribution

Assessment: Year 11 and Year 12

External Assessment	Internal Assessment
<p>Mathematics Extension 1 students will be required to attempt TWO examination papers, the <i>Mathematics Advanced</i> examination paper, and an additional <i>Mathematics Extension 1</i> examination paper.</p> <ul style="list-style-type: none"> • All students studying Mathematics Extension 1 will sit for an HSC examination. This examination is 2 hours duration, with 10 minutes reading time, consisting of 2 sections: Section 1 - 10 marks, Section 2 - 60 marks. • NESAs-approved calculators may be used. • A NESAs Reference Sheet will be provided, which includes some commonly used formulas. 	<p>Year 11</p> <ul style="list-style-type: none"> • Three assessment tasks • The minimum weighting for an individual task is 20% and the maximum weighting is 40% • One task must be an assignment or investigation-style with a weighting of 20-30% <p>Year 12</p> <ul style="list-style-type: none"> • A maximum of four assessment tasks • The minimum weighting for an individual task is 10% and the maximum weighting is 40% • One task must be an assignment or investigation-style with a weighting of 15-30% • One task may be a formal written examination with a maximum weighting of 30%
50	50

Mathematics Extension 2 (YEAR 12 ONLY)

1 unit for Year 12
Board Developed Course

Prerequisites:

Students must successfully complete the Mathematics Advanced and Mathematics Extension 1 Year 11 courses.

Course Contact: Head Teacher - Mr M Reece

Course Fees: Nil

Course Description: The Mathematics Extension 2 course is defined in the same terms as the Mathematics Extension 1 course. It offers a suitable preparation for study of mathematics at a tertiary level, as well as a deeper and more extensive treatment of certain topics that is offered in other Mathematics courses. The course is designed for students with special interest in Mathematics who have shown that they possess special aptitude. It represents a distinctly high level of school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of Algebra and Calculus. Mathematics Extension 2 provides a sufficient basis for a wide range of useful applications of Mathematics as well as the mathematical background necessary for further studies in Mathematics, and useful for concurrent study of subjects such as Science, Economics and Engineering.

Main Topics Covered:

Year 12

- The Nature of Proof
- Further Proof by Mathematical Induction
- Further work with Vectors
- Introduction to Complex Numbers
- Using Complex Numbers
- Further Integration
- Applications of Calculus to Mechanics

Assessment: Year 12 course

External Assessment	Internal Assessment
<p>Mathematics Extension 2 students will be required to attempt TWO examination papers, the <i>Mathematics Extension 1</i> examination paper, and an additional <i>Mathematics Extension 2</i> examination paper.</p> <ul style="list-style-type: none"> • All students studying Mathematics Extension 2 will sit for an HSC examination. This examination is 3 hours duration, with 10 minutes reading time, consisting of 2 sections: Section 1 - 10 marks, Section 2 - 90 marks. • NESAs-approved calculators may be used. • A NESAs Reference Sheet will be provided, which includes some commonly used formulas. 	<p>Year 12</p> <ul style="list-style-type: none"> • A maximum of four assessment tasks • The minimum weighting for an individual task is 10% and the maximum weighting is 40% • One task must be an assignment or investigation-style with a weighting of 15-30% • One task may be a formal written examination with a maximum weighting of 30%
50	50

Music 1

2 units for each of Year 11 and Year 12

Board Developed Course

Prerequisites:

Music mandatory course (or equivalent)

Exclusions:

Music 2, Music Extension

Course Contact: Teacher - Mrs M Gillard
Head Teacher - Mr J Walters

Course Fees:

\$40 per year (Year 11)

\$40 per year (Year 12)

Course Description:

In the Year 11 and Year 12 courses, students will study: the Concepts of Music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Covered:

Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

Particular course requirements:

Year 12 course

Students will develop a greater depth of knowledge and understanding of the Concepts of Music and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres. In addition to their 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 throughout the course.

Assessment: Year 12 course only

Summary of external and internal Year 12 assessment

External Examination	Mark	Internal Assessment	Weighting
Written examination - Aural Skills Four short-answer questions	30	Performance Core	10
Practical examination - Core Performance	20*	Composition Core	10
Electives	60*	Musicology Core	10
	100	Aural Core	25
		Elective 1	15
		Elective 2	15
		Elective 3	15
			100

* The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

Music 2

2 units for each of Year 11 and Year 12

Board Developed Course

Prerequisites:

Music Additional Study course (or equivalent)

Exclusions:

Music 1

Course Contact: Teacher - Mrs M Gillard
Head Teacher - Mr J Walters

Course Fees:
\$40 per year (Year 11)
\$40 per year (Year 12)

Course Description:

In the Year 11 and Year 12 courses, students will study:

The Concepts of Music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Covered:

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Year 11 course the Mandatory Topic is Music 1600 – 1900, in the Year 12 course the Mandatory Topic is Music of the Last 25 Years (Australian focus).

Particular Course Requirements:

In addition to core studies in performance, composition, musicology and aural, students nominate ONE elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA to validate authorship of the submitted work.

All students will be required to develop a composition portfolio for the core composition.

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece reflecting the mandatory topic)	15	Performance	20
Sight singing	5	Composition	20
Core composition (reflecting mandatory topic)	15	Musicology	20
A one and a half hour written examination paper - Musicology/aural skills	35	Aural	20
One Elective - reflecting:	30	Elective, in either:	20
<ul style="list-style-type: none"> • Additional Topic • Performance (2 pieces), or • Submitted composition, or • Submitted essay 		<ul style="list-style-type: none"> • Performance • Composition • Musicology 	
	100		100

N.B. If minimum class numbers are not achieved, course delivery may be via Distance Education

Physics

2 units for each of Year 11 and Year 12

Board Developed Course

Course Contact: Teacher - Mr JP Grant
Head Teacher - Miss L Green

Course Fees: Nil

Course Description:

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

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

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

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Note: Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted

Main Topics Covered:

Year 11

- Module 1: Kinematics: Describing, measuring and analysing motion without considering forces and mass.
- Module 2: Dynamics: The relationship between the motion of objects and the forces acting on them.
- Module 3: Waves and Thermodynamics: The behaviour and properties of waves and the transformation of energy into different forms.
- Module 4: Electricity and Magnetism: Concepts in understanding the electrical and Magnetic properties of matter.

Year 12

- Module 5: Advanced mechanics: Description and analysis of motion in 2 and 3 dimensions.
- Module 6: Electromagnetism: Charged particles and their interaction with electric and magnetic fields
- Module 7: The Nature of Light: Quantum theory, relativity and the speed and dual nature of light.
- Module 8: From the Universe to the Atom: From the Big Bang Theory to Quantum mechanics.

Particular Course Requirements:

Practical experiences should occupy a minimum of 35 indicative hours in each of the Year 11 and 12 courses. A depth study, comprising 15 hours of course time, is to be undertaken in each of the Year 11 and 12 courses.

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination		<ul style="list-style-type: none"> • Skills in working scientifically • Knowledge and understanding 	60
	100		40
			100

Society & Culture

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Contact: Teacher - Mrs C Mitchell
Head Teacher - Mr M Macdonald

Course Fees: Nil

Course Description:

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of study of interest and relevance to students.

Main Topics Covered:

Year 11 Course

- The Social and Cultural World: 30%
- Personal and Social Identity: 40%
- Intercultural Communication: 30%

Year 12 Course

Core:

- Social and Cultural Continuity and Change: 30%
- The Personal Interest Project: 30%

Depth Studies: 40%: (20% each depth study)

Two to be chosen from:

*indicates probable topics

- Popular Culture*
- Belief Systems and Ideologies
- Social Inclusion and Exclusion*
- Social Conformity and Nonconformity

Particular course Requirements: Nil

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination	60	Knowledge and understanding of course content	50
Personal Interest Project	40	Application and evaluation of social and cultural research methodologies	30
		Communication of information, ideas and issues in appropriate forms	20
	100		100

Software Engineering

2 units for each of Year 11 and Year 12

Board Developed Course

Course Contact: Teacher - Mrs Karen Hogan
Head Teacher - Mrs C McTeigue

Course Fees:

\$20 (Year 11)

\$20 (Year 12)

Course Description:

The Year 11 course introduces students to the basic concepts of computer software design and development. It does this by providing students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software, A major software engineering project provides students with the opportunity to further develop project management skills.

Main Topics Covered:

Year 11 Course

- Programming Fundamentals
- The Object-Oriented Paradigm
- Programming Mechatronics

Year 12 Course

- Secure Software Architecture
- Programming for the Web
- Software Automation
- Software Engineering Project

Particular Course Requirements

Practical experience should occupy a minimum of 50% of the Year 11 course, and a minimum of 50% of the Year 12 course.

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A two and half hour examination undertaken on the computer.	100	• Knowledge and understanding of course content	50
		• Knowledge and skills in the practical application of the content	50
	100		100

Visual Arts

2 units for each of Year 11 and Year 12
Board Developed Course

Exclusions:

Students need to be aware that they cannot share components of Major Projects and Practical Submissions between Year 12 courses. Their Body of Work for Visual Arts must comprise of components that have been made specifically and individually for Visual Arts and cannot be utilised either partially or as a whole in any other course they are completing for Year 12. This includes, but is not limited to, the following courses:

Information Technology (Timber, Design, Textiles, etc.)	Photography and Digital Media
Visual Design	Ceramics
Drama (film making, set design, costume design, etc.)	Music 1 and 2 (musical compositions)

Course Contact: Teacher - Mrs J Court and Mrs G Lucca Head Teacher - Mr J Walters	Course Fees: \$55 (Year 11) \$55 (Year 12) Additional costs according to Individual Projects (Yr 12)
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Course Description:

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'Body of Work' in the Year 12 course that reflects students' knowledge and understanding about practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 course is broad, while the Year 12 course provides for deeper, increasingly more independent investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

***Note:** Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted.*

Main Topics Covered:

Year 11 Course learning opportunities focus on:

- the nature of practice in artmaking, art criticism and art history through different investigations.
- the role and function of artists' artwork, the world and audiences in the artworld.
- the frames and how students might develop their own informed points of view in their own artmaking.
- how students may develop meaning and focus and interest in their work.
- building understandings over time through various investigations and working in different forms.

Year 12 Course learning opportunities focus on:

- how students may develop their own informed points of view in increasingly more independent ways using the frames.
- how students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest.
- how students may learn about the relationships between artist, artwork, world, audience within the art world.
- how students may further develop meaning and focus in their work.

Particular Course Requirements:

Year 11 Course:

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

Year 12 Course:

- development of a body of work and use of a process diary.
- a minimum of 5 Case Studies (4–10 hours each).
- deeper and more complex investigations of ideas in art criticism and art history.

Assessment: Year 12 course only

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

BOARD ENDORSED COURSES

Marine Studies	
2 units for Year 11 and Year 12 Board Endorsed Course	Exclusions: Nil
Course Contact: Teacher - Ms M Ogle Head Teacher - Miss L Green	Fees may be charged where external training courses are undertaken
<p>Course Description: The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.</p> <p>The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources now and into the twenty first century.</p> <p>Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.</p> <p>Students undertaking Marine Studies will:</p> <ul style="list-style-type: none"> • Develop an awareness of the scope and diversity of marine ecosystems. • Measure the fundamental parameters which affect life in the marine environment. • Gain knowledge to assist with employment in marine related occupations. • Develop a sense of responsibility, respect and the need for wise management practices when dealing with marine resources. 	

Photography, Video & Digital Imaging

2 units for Year 11 and Year 12
Board Endorsed Course

Exclusions:

Students need to be aware that they cannot share components of Major Projects and Practical Submissions between HSC courses. Their submissions for Photography must comprise of components that have been made specifically and individually for this course and cannot be utilised either partially or as a whole in any other course they are completing for their HSC. This includes, but is not limited to, the following courses:

Information Technology (Timber, Design, Textiles, etc.)	Visual Art
Visual Design	Ceramics
Drama (film making, set design, costume design, etc.)	Music 1 and 2 (musical compositions)

Course Contact:	Teacher - Mrs J Court	Course Fees:
	Head Teacher - Mr J Walters	\$110 per year (Year 11)
		\$110 per year (Year 12)

Note: Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted

Course Description:

This course content in this course addresses traditional aspects of the field of wet photography and digital media.

Modules:

Introduction to Practice in Wet Photography and/or Digital Media

Provides an introduction to the practice and techniques of wet photography. Wet photography is photography that requires a light-sensitive environment and involves the manipulation of photographic film, papers and chemicals.

Developing a point of view

Provides students with opportunities to investigate the ways photographic ideas and images can be constructed. In this module students develop their artistic practice in photography by thinking about their intentions in their investigations of the world, interpretation of subject matter and formulation of concepts.

Traditions, conventions, styles and genres

Provides students with opportunities to identify and understand the traditions. In this module students develop and extend their understanding of practice by realising the significance of advances and innovations within the field in the nineteenth and twentieth centuries and consider how these can be taken up and inform their own photographic practice.

Manipulated Forms

Provides students with opportunities to discover how various techniques, approaches and different technologies can be applied to the construction and transformation of imagery in photographic works.

The Arranged Image

This module encourages students to carefully consider how they will interpret selected subject matter and consider the compositional aspects of the development of their images and in relation to how meanings register on different levels.

Temporal Accounts

The module should encourage students to investigate how fleeting and decisive moments are captured, how time can be manipulated in an image and between images and how various effects can be used to suggest the temporal nature of existence.

Individual/Collaborative project

This module allows students to devise a project culminating in exhibition quality photographic or film work.

Mandatory Integrated Module – Workplace Health & Safety

Students are required to keep a diary over the duration of the course.

Students should document the technical aspects of their work in any of the fields and should note the development of concepts and ideas, points of departure and changes in direction in their diaries. The diary should provide some evidence of the critical reflection and the exercise of judgement undertaken by students in any of the fields.

Possible Course Options:

Course	Units	Hours	Structure	
1 Year (Year 11 or Year 12)	2	120	3-6 modules	} 30% Theory
2 Years (Year 11 or Year 12)	2	240	6-12 modules	} 70% Practical

Frames:

Students learn about and learn to understand wet and digital photography as a field of practice, which are informed by the broader interests of the visual arts. The frames orientate investigations in making, critical studies and historical studies and represent different philosophical views, and frameworks of belief that affect interpretations of meaning and value.

This course enables students to:

- Develop knowledge, skills and understanding through the making of photographs, videos and digital images that leads to conceptual and technical accomplishment.
- Develop knowledge, skills and understanding that leads to increasingly accomplished critical and historical investigations of photography, video and digital imaging.

Sport, Lifestyle & Recreation Studies

2 units for Year 11 and Year 12

Board Endorsed Course

Exclusions:

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

Course Contact: Head Teacher - Mr M Mellish

Fees may be charged where external training courses are undertaken

Note: *Please be aware that this course may involve exposure to allergens to which some students may be allergic. Any student diagnosed as anaphylactic should discuss this with the Head Teacher of the course prior to subject consideration and a risk assessment may be conducted*

The Sport, Lifestyle and Recreation Course is a logical extension of the 7-10 PDHPE Key Learning Area. It caters for student needs and interests in both theoretical and practical aspects of Sport, Lifestyle and Recreation.

Students select modules from the list below, thus enabling the course to be structured to meet the specific needs of students.

The modules in Sport, Lifestyle & Recreation are:

1. Aquatics
2. Athletics
3. Dance
4. Direct Interceptive Activities eg Hockey, Touch, Futsal, Netball, Soccer
5. First Aid and Sports Injuries
6. Fitness
7. Gymnastics
8. Healthy Lifestyle
9. Individual Performance Activities eg Golf, Archery, Rowing, Triathlon, Cycling
10. Indirect Interceptive Activities eg Badminton, Softball, Squash, Tennis, Sailing
11. Outdoor Recreation
12. Resistance Training
13. Social Perspectives
14. Sports Administration
15. Sports Coaching and Training

There is a growing awareness in society of the need to be physically active to ensure a healthy lifestyle. Participation in this course will lead to better informed community members, through involvement in such areas as skilled movement, sports coaching and the recreational and sociological perspectives of sport. There is also a desire for excellence in performance with society and students will have the opportunity to enhance and refine their own physical skills in a variety of activities.

Students For Whom The Course Is Designed

The Sport, Lifestyle and Recreation Studies course is designed to meet the needs of the increasing number of students returning to Years 11 and 12. The course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

The course is designed as a basic program for students wishing to pursue a study of sport, healthy lifestyle and recreation as an extended study at 2 unit level over one or two years.

School Delivered Vocational Education and Training (VET) Courses

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

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

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

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

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

Work Placement

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

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

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

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

School Based Apprenticeships and Traineeships (SBAT)

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



NSW Department of Education RTO 9033
2025 Hospitality Course Descriptor
SIT20322 Certificate II in Hospitality - Release 1

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

Course: **Hospitality (Food and Beverage)**
 Industry Curriculum Framework (ICF)
 Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units
 (2 units x 2 years or 4 units x 1 year)
 Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • food and beverage attendant • espresso coffee machine operator | <ul style="list-style-type: none"> • restaurant host/hostess • receptionist | <ul style="list-style-type: none"> • 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 - \$150 HSC - \$150

Refunds

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

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

Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course.

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



NSW Department of Education RTO 90333

2025 Primary Industries Course Descriptor

AHC20116 Certificate II in Agriculture

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

Course: Primary Industries

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit - 4 units

(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

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

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

Transferrable industry skills gained in this course

- | | |
|--|---|
| <ul style="list-style-type: none">• risk management• time management• basic emergency response | <ul style="list-style-type: none">• communication• problem solving• decision making |
|--|---|

Transferrable industry skills gained in this course

- | | |
|---|--|
| <ul style="list-style-type: none">• farm or station hand/labourer• shearing hand | <ul style="list-style-type: none">• nursery assistant• livestock worker |
|---|--|

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$50

HSC - \$50

Refunds

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

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

Exclusions: In this Framework, students can only undertake the Primary Industries (120 indicative hours) course or the Primary Industries (240 indicative hours) course

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



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

- | | |
|--|--|
| <ul style="list-style-type: none"> maintain store operations using technology to organise information meeting organisational expectations | <ul style="list-style-type: none"> customer service skills teamwork problem solving |
|--|--|

Examples of occupations in the retail services industry

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> frontline sales assistant customer service representative | <ul style="list-style-type: none"> shop assistant retail supervisor | <ul style="list-style-type: none"> 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.

Course Cost: Preliminary - \$35 HSC - \$35

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>