



# LINDISFARNE

Anglican Grammar School

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Curriculum Manual  
Year 11 2025



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## Introduction

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Included is material from the NSW Education Standard Authority (NESA). The information is subject to change by NESA but is correct at the time of publishing.

Students must satisfy the requirements of the Year 11 (Preliminary) Course before proceeding to the Higher School Certificate (HSC) Course. At the conclusion of the Preliminary Courses, grades are submitted to NESA. These grades are based entirely on school-based assessment and make up the Record of School Achievement (RoSA).

Information on assessment policies, expected outcomes and the assessment tasks for each of the Courses is available for students at the beginning of Year 11.

Entering into Year 11 can be as daunting as travelling to another planet. However, knowledge, good planning and organisation will enable both students and parents to step confidently into this final stage of school education. It is essential for parents and carers to assist in making choices appropriate to their child's interests and ability.

Important things to know about Years 11 and 12:

- English is the only compulsory subject.
- A great amount of effort and time is required to achieve success in each course.
- Students have the choice of Industry and/or Academic Pathways.
- All courses are academically rigorous.
- The Higher School Certificate prepares students very well for tertiary education.

At Lindisfarne, we have high expectations for the students and staff here to help them strive for excellence within a caring and supportive environment.

## NSW Education Standard Authority

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There are rules for the award of the Higher School Certificate; these are outlined on the NSW Education Standard Authority (NESA) website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/2023-rules-and-procedures-guide>

## Eligibility For The Higher School Certificate

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Below is a brief summary of the rules pertaining to the successful award of the Higher School Certificate.

1. English is the only compulsory Higher School Certificate subject.
2. Satisfactory completion of at least 12 units of Preliminary courses.
3. Satisfactory completion of at least 10 units of HSC courses.

For both Preliminary and the HSC, study patterns must include:

- At least six units of Board Developed Courses.
- At least two units of a Board Developed Course in English.
- At least three courses of 2 unit value or greater.
- At least four subjects.

Other requirements are:

- All students prior to commencing Year 11 must complete **NESA's All My Own Work**
- The Preliminary component of a course must be completed before commencing the HSC component.
- A maximum of six Preliminary units and seven HSC units from courses in Science.
- Achievement of HSC Minimum Standards

You will be considered to have satisfactorily completed a course if, in your school Principal's view, there is sufficient evidence that you have:

1. Followed the course developed by the Board;
2. Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the School; and
3. Achieved some or all of the course outcomes. Receiving a mark for a course on your Record of School Achievement (RoSA) issued by NESA is an indication that you have satisfactorily completed that course.

## Minimum Standard Of Literacy And Numeracy

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Students sitting the Higher School Certificate examinations after 2020 need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school
- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks.
- Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

Further information is provided on the following websites:

- <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/what-is-the-standard>
- <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/what-is-the-standard/skill-level-required>

## University Requirements

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The NSW University Admissions Centre (UAC) produces an information booklet for Year 10 students and other related publications. These can be downloaded from the UAC website:

<http://www.uac.edu.au/schoolink/year-10.shtml>

Information on Queensland Tertiary Admissions Centre can be found at the QTAC website:

<http://www.qtac.edu.au/for-schools>.

### The ATAR

The Australian Tertiary Admission Rank (ATAR) is a rank between 0.00 and 99.95 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists Australian institutions to rank applicants for tertiary course selection. The ATAR is calculated by the institutions and released by UAC.

It is important to note that the ATAR is a rank, not a mark, and it is designed only to be used for tertiary selection. Admission to most tertiary courses is based on performance in the HSC with applicants ranked on the basis of their ATAR. Other criteria such as a portfolio, interview, audition, or questionnaire may also be taken into account in conjunction with the ATAR for certain courses.

### ATAR Rules

#### Rule 1: Eligibility

To be eligible for an ATAR you must satisfactorily complete at least 10 units of courses (including two units of English). You must include at least three Board Developed courses of 2 unit value or greater and at least four subjects.

#### Rule 2: Calculation of the ATAR

The NSW ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- The best two units of English.
- The best eight units from the remaining units

The calculation of the ATAR is subject to the following restrictions and conditions:

- You must satisfactorily complete English.
- You may accumulate courses over a period of no more than five years.
- If you repeat a course, only the last satisfactory attempt will be used in the calculation of your ATAR.
- If you enrol in a repeat course and subsequently withdraw, either officially by advising your Principal or the Board of Studies or unofficially by non-attendance at the appropriate examination, you will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt – in this case, the mark from your previous satisfactory attempt in the course will be available for inclusion in your ATAR.

## Studying For The Higher School Certificate

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Below are some helpful organisational hints to assist in successfully completing the HSC.

- Evaluate your week including study time; free time, sporting commitments and casual employment then make informed decisions as to what things need to be cut if necessary.
- Senior students should set aside at least three to four hours each day for six days a week in order to complete homework, assignments, study and revision.
- Plan ahead. A wall chart or calendar may help.
- Set aside time for recreation.
- Implement a home and study timetable as soon as possible.
- Your work area should be in a quiet area of the house well away from distractions.
- Your workspace should be kept tidy and organised.
- Turn distractions into rewards when homework/ study/ assignments are completed.
- Seek help from teachers and family in order to achieve the above goals.

# Assessment

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At the beginning of Year 11 and again at the beginning of Year 12, students will be given a formal assessment guide which contains detailed information regarding the School's assessment policies and procedures.

In Year 12, internal assessment accounts for 50% of the HSC mark. It is in the student's best interests to complete all assessments to a high standard.

Below is a brief summary of the School's assessment policies and procedures for Year 11 and Year 12 students.

## **eSubmission of Assignments**

Students must submit all written assignments online via Google Classroom and/or via Turn it in.

## **Assessment Marks**

Students will be notified of their mark and rank for each assessment task at the time the marked task is returned to the student. Students will receive clear advice and feedback from the course teacher, which indicates:

- The student's attainment in the task relative to the outcomes.
- The student's relative position within the group.

## **Deadlines for Assignments and Presentations**

eSubmission of assignments will be no later than 9.00pm on the date due unless otherwise stated.

- Students will not be advantaged by submitting (written) or completing (oral) assignments before the due date.
- Marks will be deducted for late assignments.

Failure to hand in an assessment task will result in a mark of zero. However, in order for the student to satisfy the course requirements, the student must submit the task at a later date otherwise the student places themselves at risk of being allocated an 'N' (non-completion of course) determination for the course.

## **Extensions for Assignments**

Applications must be in writing to the Dean of Studies well before the due date. Extensions will only be granted if exceptional circumstances prevail. Reasons may include:

- Illness prior to the week in which the assignment is due;
- School representative commitments, for the week prior to the assignment being due; or
- Verifiable family disruption of an extreme nature, etc.

Students must have documentary evidence to support their claim for an extension, such as medical certificates. All cases for extensions will be considered on their merits.



## Using Computers to Produce Assignments

Students are required to make regular backups of their work. We recommend that students keep a working copy on Google Drive.

Students are also required to show a hard copy or email a copy of their work in progress, at the request of the course teacher.

## Plagiarism

Plagiarism is the practise of copying another person's work without acknowledgement or permission. The plagiarist claim this as their own work.

The School regards any act of plagiarism as a serious breach of school rules and as such, any students who plagiarise another person's work will be dealt with seriously. This could also lead to an 'N' determination for the course concerned.

There are no excuses for copying another person's work. Students should also be aware that copying and pasting from the Internet into one's assignment is considered plagiarism, unless the copied work is cited and referenced in a bibliography.

An assignment that is made up of a majority of referenced material will be given a very low mark.

Assignments must indicate to a large degree that the majority of the work is the student's own original work.

Referenced work should be used wisely. Students should consult with the course teacher if they are unsure of the expectations of quoting another person's work.

## Students Falling Behind in their Work

If a student falls behind in their work, then it is up to them to make up the work lost, not to have it omitted from their preparation. Suggestions include:

- Meeting with the course teacher outside of class.
- Obtaining copies of notes from another student who is up to date with their work.

If the School determines that any senior student is not making the appropriate effort within a Preliminary or Higher School Certificate Course, then warning letters will be sent home warning that the student may be given an 'N' determination.

# Examinations

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## Examination Malpractice

If a student is proven to have been involved in malpractice (cheating) during an examination, the student will be awarded a zero mark for that examination and the matter will be referred to the Dean of Studies.

Each case will be dealt with in accordance with its seriousness and by the application of the School's discipline policy.

## Non-Completion of Tasks

Where there is no valid reason for not completing an assessment task, non-completion will be recorded for that task and a warning letter will be sent.

If a student's attempt at a particular task is a non-genuine one, a warning letter will also be sent and the student will be required to resubmit the assignment.

## Warning Letters

The warning letter is designed for the following purposes:

- Advise the student of the problem to be corrected.
- Generally, the student will be given a two-week period to correct the problem.
- Alert the student to the possible consequences of an 'N' determination.
- Advise the parent or guardian in writing
- Request from the student/parent a written acknowledgement of the warning.

If the student fails to correct the problem within the allocated time frame, follow up letters will be issued.

## Choosing Subjects

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When making decisions about which subjects to select, parents and students need to keep the following in mind:

- Does the student have an idea of the career path he or she would like to follow? In many cases, this will determine the type of subjects selected.
- Does the student wish to proceed to tertiary education? The course the student wishes to take at university, for example, may have a prerequisite that must be achieved before enrolment is permitted.
- Tertiary institutions will continue to base their selection procedures very closely on the HSC results. It is therefore important for students to select subjects that will allow them to maximise their marks. The best advice is that to maximise marks (remembering prerequisites), students should select those subjects they like the most.
- 'Easy' subjects. Some subjects have an undeserved reputation as being 'easy'. THIS IS NOT SO.
- Obviously some students will find some subjects easier than others because of their particular interests or abilities but there is no such thing as an 'easy' subject.
- Different subjects require different skills. For example, Physics requires skill in mathematics, while Legal Studies or Modern History etc. require essay writing abilities. Other subjects may require both of the above. It is therefore important that each student considers selecting subjects that require the skills and abilities they possess.

## Careers

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It would seem sensible for a student to gain some feel for a career area by taking particular subjects. Legal Studies would seem a good option for a student who wants a career in law. However, Legal Studies is not a prerequisite for studying law at university.

If a student wishes to pursue a career in some form of business, then a working knowledge of mathematics, computing or business studies may be of interest. Again, they are not prerequisites.

Careers in medicine do require students to have studied at least one of the sciences. Again, different institutions require different prerequisites for medicine. If you are considering a career in medicine please make an appointment with the careers advisor as soon as possible.

Students considering a career as a pilot must have a very good understanding of mathematics.

If a student does not know what he or she wants to do (which is the case for a large number of students) then he or she should try to keep all options open. If a student has an interest in the sciences, then look at Chemistry, Physics, Biology or Investigating Science. If a student is an 'all rounder' then a balance between technology and humanities is recommended.

In order to obtain the best possible results, select those subjects, which most interest the student and which cater best to his or her strengths.

During Year 11 and Year 12 your career goals may change. Don't panic, this happens to a lot of students.

If you wish to find out more about university prerequisites, you are encouraged to book an appointment to see the Director of VET and Careers.

## Glossary

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Before you choose your subjects, you should know the following terms:

### Course Prerequisite

A subject you must pass (open at a specific level) in your HSC in order to gain admission to a particular university course. Your ATAR may be above the entry level for a course but if you haven't got the marks in the prerequisite subject(s) you will not be offered a place.

### Subject Prerequisite

To gain entry to some subjects at some universities you must have completed a particular HSC subject at a required level. For example, you may not be allowed to enrol in Chemistry unless you've done 2 units of Chemistry in the HSC. Some universities offer bridging courses to bring you up to the required standard before classes commence.

### Assumed Knowledge Subjects

Universities often assume that you have studied certain subjects at HSC level. For example, if Extension Mathematics is assumed knowledge for a particular course and you have only done Mathematics then you may have problems passing that subject in your first year. Many universities are now also nominating recommended subjects.

### Undergraduate

A student who is currently studying for their first degree, e.g. Bachelor of Music.

### Postgraduate

A student who has completed a higher degree, e.g. Graduate Diploma; Masters; PhD.

## Courses

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The following pages contain the course descriptions of the courses that are on offer for Subject Selection in 2025.

More detailed information can be obtained from the course teacher or Director of Faculty.

**Please Note:** *Courses run from year to year depending upon student interest. Some of the subjects may be withdrawn if there are not sufficient student numbers.*

We at Lindisfarne endeavour to provide as many courses as possible that match the interests and abilities of the student cohort. We try to give students their first choices. However, this is impossible to guarantee. Therefore, students are advised to make at least eight choices on the Subject Survey Form.

# English Courses

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## English (Standard)

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** English (Advanced); English (ESL); English (Extension).

#### Course Description

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

In their study of English, students continue to develop their creative and critical faculties and broaden their capacity for cultural understanding. The course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They further develop skills in literacy, and independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.

#### Main Topics Covered

For the **Year 11 English Standard** course students are required to:

- Complete 120 indicative hours.
- Complete the common module as the first unit of work.
- Complete modules A and B.

For the **Year 12 English Standard** course students are required to:

- Complete the Year 11 course as a prerequisite.
- Complete 120 indicative hours.
- Complete the common module as the first unit of work.
- Complete modules A, B and C over the course of the year.

**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, non-fiction, 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 Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** English (Standard); Fundamentals of English; English (ESL).

#### Course Description

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.

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Through their study of English students can become critical thinkers, and articulate and creative communicators. They extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions. They refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through skillful and creative use of language forms and features, and of the structures of texts composed for different purposes in a range of contexts. They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

Through exploring and experimenting with processes of composition and response, students further develop an understanding of how language is employed to create artistic expression in texts. They analyse the different ways in which texts may reflect and/or challenge and extend the conventions of other texts. They evaluate the meanings conveyed in these texts, and how this is achieved. Students further develop skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The modules encourage students to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

#### Main Topics Covered

For the Year 11 English Advanced course students are required to:

- Complete 120 indicative hours.
- Complete the common module as the first unit of work.
- Complete modules A and B.

#### HSC Course

For the Year 12 English Advanced course students are required to:

- Complete the Year 11 course as a prerequisite.
- Complete 120 indicative hours.
- Complete the common module as the first unit of work.
- Complete modules A, B and C over the course.

**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 Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Optional examination:** English Studies students who intend to undertake the optional HSC examination must also be enrolled in English Studies (2 units – Year 12)

**Exclusions:** All other English Courses including English Life Skills

#### Course description

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

#### Year 11 course

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

#### Year 12 course

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

#### Course requirements

Across the English Studies Stage 6 course students are required to study: texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples texts with a wide range of cultural, social and gender perspectives a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

#### Year 11 course

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



**Year 12 course**

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

**In addition**, students in Year 12 **only** are required to: study ONE text from the prescribed text list and one related text for the Common Module – *Texts and Human Experiences*.

Students can sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses

Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA

To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

## English Extension 1

### 1 Unit Of Study in Year 11 and Year 12 (HSC)

#### Prerequisites:

1. English (Advanced).
2. Preliminary English Extension is a prerequisite for English Extension Course 1.
3. English Extension Course 1 is a prerequisite for English Extension Course 2.

**Exclusions:** English (Standard); Fundamentals of English; English (ESL).

#### Course Description

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.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop an awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

#### Main Topics Covered

For the Year 11 English Extension 1 course students are required to:

- Complete 60 indicative hours.
- Undertake the common module.
- Undertake the related independent research project.

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

- Complete the Year 11 English Extension course as a prerequisite.
- Complete 60 indicative hours.
- Undertake ONE elective option from the common module.

**Across Stage 6** the selection of texts should give students experience of the following as appropriate:

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

## English Extension 2 – Year 12 Only

### **1 Unit Of Study In Year 12 (Hsc)**

Board Developed Course

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

- Be undertaking study of the Year 12 English Extension 1 course.
- Complete 60 indicative hours.
- Complete a Major Work and Reflection Statement.
- Document coursework in a Major Work Journal.

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

# Business, Entrepreneurship and Economics

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## Business Studies

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** Nil.

#### Course Description

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

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

#### Main Topics Covered

##### Preliminary Course

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

##### HSC Course

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

## Economics

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** Nil.

#### Course Description

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

#### Main Topics Covered

##### Preliminary Course

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

##### HSC Course

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

## Legal Studies

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** Nil.

#### Course Description

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

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

#### Year 11 Course

**Part I:** The Legal System (40% of course time).

**Part II:** The Individual and the Law (30% of course time).

**Part III:** The Law in Practice (30% of course time).

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

#### HSC Course

**Core Part I:** Crime (30% of course time).

**Core Part II:** Human Rights (20% of course time).

**Part III:** Two options (50% of course time).

Two options are chosen from:

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

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

#### Particular Course Requirements

No special requirements.

# Creative Industries Courses

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## Ceramics

### 1 Unit Of Study in Year 11 and Year 12 (HSC)

Content Endorsed Course (CEC) - does not count towards the ATAR

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

#### Course description

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found, and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

#### Modules include:

Handbuilding, Throwing, Sculptural Forms, Kilns, Glaze Technology, Casting, Surface Treatment, Mixed Media.

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module, Ceramics Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more area of ceramics.

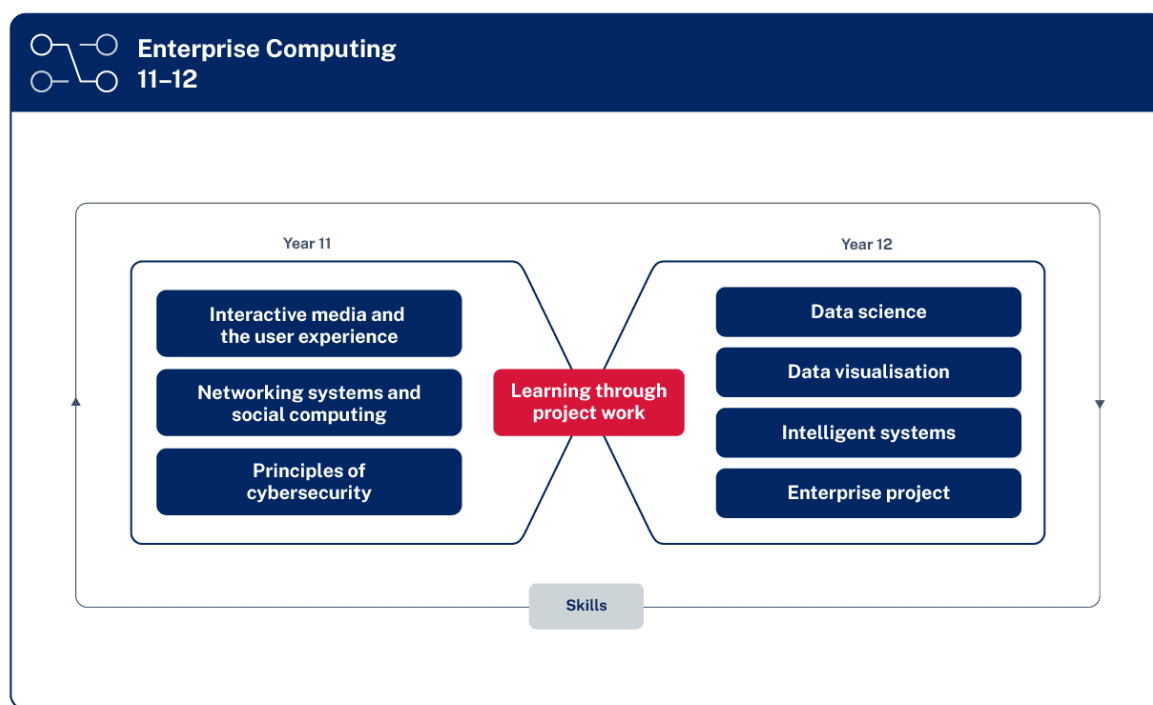
#### Course requirements

Students are required to keep a diary throughout the course.

## Enterprise Computing

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course



Figure

#### 1: The organisation of content for Enterprise Computing 11–12 Syllabus

##### Year 11 course structure and requirements

The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.

##### Year 11 course

- Interactive Media and the User Experience,
- Networking Systems and Social Computing
- Principles of Cybersecurity

##### Year 12 course structure and requirements

The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

##### Year 12 Course

- Data Science
- Data Visualisation
- Intelligent Systems
- Enterprise Project



## Design and Technology

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

#### Course description

In Design and Technology, students will gain a broad understanding of various content areas, including design theory and practice, design processes, factors affecting designing and producing, and emerging technologies. They will learn how to manage projects, evaluate success, and apply safe working practices. In Year 12, students will dive deeper into these concepts, with a focus on major design projects and case studies of innovations.

The primary modality for learning will be with the Adobe Suite, including Illustrator, Photoshop, Premiere Pro, and Adobe After Effects, to create videos and other multimedia content as part of their design and production processes. Overall, students will develop a range of skills and knowledge to prepare them for future studies or careers in design and technology fields.

#### Year 11

In Year 11 Design and Technology, students will be introduced to a range of content areas, each given appropriate emphasis through teaching and learning activities, and at least two design projects. The course will cover design theory and practice, design processes, and the factors that affect designing and producing products. Students will study design and production processes in domestic, community, industrial, and commercial settings, as well as technologies used in industrial and commercial settings. Environmental and social issues will also be explored.

Creative and collaborative approaches to design will be taught, and students will learn project analysis, marketing, and market research. Techniques, materials, tools, and other resources will be examined, with a focus on how ideas can be realised through their manipulation. Work health and safety will be covered, as well as evaluation, project management, and communication. Research methods and how to interpret and present data will be explored, with an emphasis on ethics in research. Finally, students will learn about manufacturing and production, as well as computer-based technologies. Throughout the course, students will complete a minimum of two design projects to apply their knowledge and skills.

#### Year 12

In Year 12 Design and Technology, students will delve deeper into a range of content areas through the major design project, case study, and other teaching and learning activities. In Innovation and Emerging Technologies, students will study designs and design practices, the factors that may impact on successful innovation, entrepreneurial activity, the impact of emerging technologies, the impact on Australian society, historical and cultural influences, ethical and environmental issues, and creativity. As part of this study, students will complete a case study of an innovation that includes reference to the above factors.

In Designing and Producing, students will learn about project proposal and project management, including identification and exploration of the need, areas of investigation, criteria to evaluate success, and action, time, and finance plans. Students will also study project development and realisation, including design theory and practice, creativity, research, development and evaluation of ideas, practices in industrial and commercial settings, production techniques, communication, safe working practices, and selection and use of resources. Project evaluation will also be covered, including criteria for evaluation, analysis of evaluation, and the impact of the major design project on the individual, society, and the environment. As part of this study, students will complete a major design project to apply their knowledge and skills.

**Additional Course Levy will apply**

## Food Technology

2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

### Course Description

Food Technology Stage 6 aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

#### Year 11

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

#### Year 12

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

### Course requirements

The Food Technology Stage 6 Syllabus includes a Preliminary course of 120 hours (indicative time) and an HSC course of 120 hours (indicative time).

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

In order to meet the course requirements, students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

**Additional Course Levy will apply**

## Industrial Technology Focus Areas: Timber

2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

Exclusions: Some industry focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses. Students can only study one focus area

### Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

- TIMBER - The focus area is Timber Products and Furniture Technologies.

### Year 11

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

- Industry Study: structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%).
- Design: elements and principles, types of design, quality, influences affecting design (10%).
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%).
- Production – display a range of skills through the construction of a number of projects (40%).
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%).

### HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%).
- Major Project (60%).
  - Design, Management and Communication.
  - Production.
- Industry Related Manufacturing Technology (25%).

### Particular Course Requirements

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

### Additional Course Levy will apply

## Photography, Video and Digital Imaging

1 Unit Of Study in Year 11 and Year 12 (HSC)

Content Endorsed Course (CEC) - does not count towards the ATAR

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

### Course Description

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students develop knowledge, understanding and skills through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

### What students learn

Modules selected will cover :Video and Digital Imaging.

### Modules include:

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

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

## Software Engineering

2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

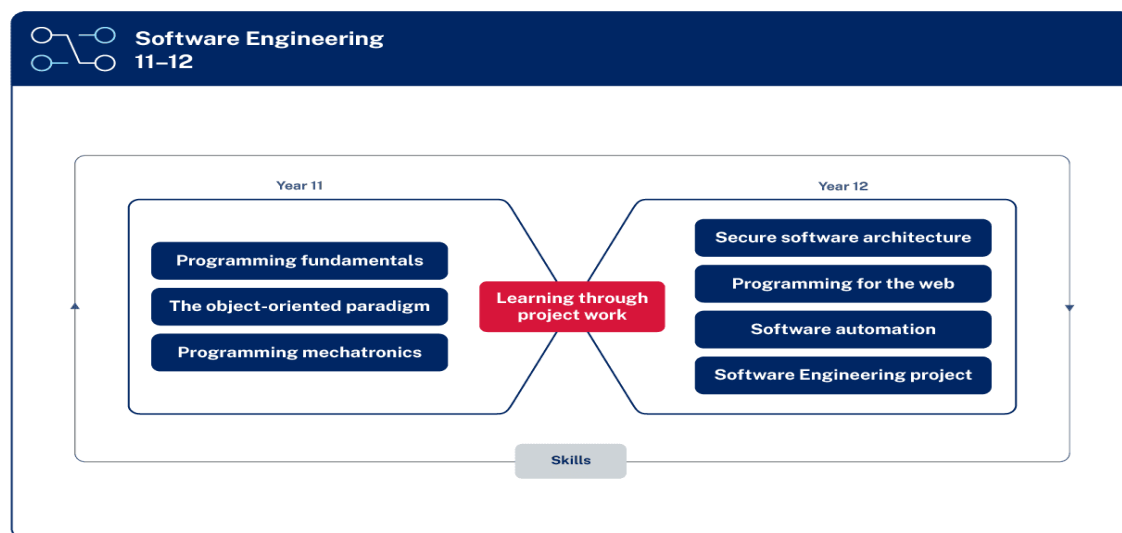


Figure 1: The organisation of content for Software Engineering 11-12 Syllabus

### Year 11 course structure and requirements

The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.

#### Year 11 Course

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

### Year 12 course structure and requirements

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.

#### Year 12 Course

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

## Textiles And Design

2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016.

### Course Description

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

#### Year 11 Course

- Design (40%).
- Properties and Performance of Textiles (50%).
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

#### HSC Course

- Design (20%).
- Properties and Performance of Textiles (20%).
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).
- Major Textiles Project (50%).

### Particular Course Requirements

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

**Additional Course Levy will apply**

## Visual Arts

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

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

#### Course Description

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

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

**Preliminary Course** learning opportunities focus on:

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

**HSC Course learning opportunities focus on:**

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

#### Particular Course Requirements

##### Preliminary Course

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

##### HSC Course

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

**Additional Course Levy will apply**

# Human Society And Its Environment Courses

## Aboriginal Studies

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

#### Course description

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

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

#### Content

##### Year 11

##### Part I: Aboriginality and the Land

- Aboriginal Peoples' relationship to Country
- Dispossession and dislocation of Aboriginal Peoples from Country
- Impact of British colonisation on Country

##### Part II: Heritage and Identity

- The Dreaming and cultural ownership
- Diversity of Aboriginal cultural and social life
- Impact of colonisation on Aboriginal cultures and families
- Impact of racism and stereotyping

##### Part III: International Indigenous Community: Comparative Study

- Location, environment and features of an international Indigenous community
- Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity

##### Part IV: Research and Inquiry Methods: Local Community Case Study

- Methods and skills relating to: community consultation; planning research; acquiring information; processing information; communicating information

#### HSC course

##### Part I – Social Justice and Human Rights Issues

- (a) Global Perspective: Global understanding of human rights and social justice AND
- (b) Comparative Study: A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence

##### Part II – Case Study of an Aboriginal community for each topic

- (a) Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses OR
- (b) Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses

##### Part III – Research and Inquiry Methods – Major Project : Choice of project topic based on student interest.

#### Course requirements

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



## Ancient History

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

#### Exclusions: Nil.

#### Course Description

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

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

#### Content

##### Year 11

The Year 11 course comprises three sections:

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

##### Year 12

The Year 12 course comprises four sections:

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours).
- One 'Ancient Societies' topic (30 indicative hours).
- One 'Personalities in their Times' topic (30 indicative hours).
- One 'Historical Periods' topic (30 indicative hours). Historical concepts and skills are integrated with the studies undertaken in Year 12.

#### Course Requirements

##### Year 11

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

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

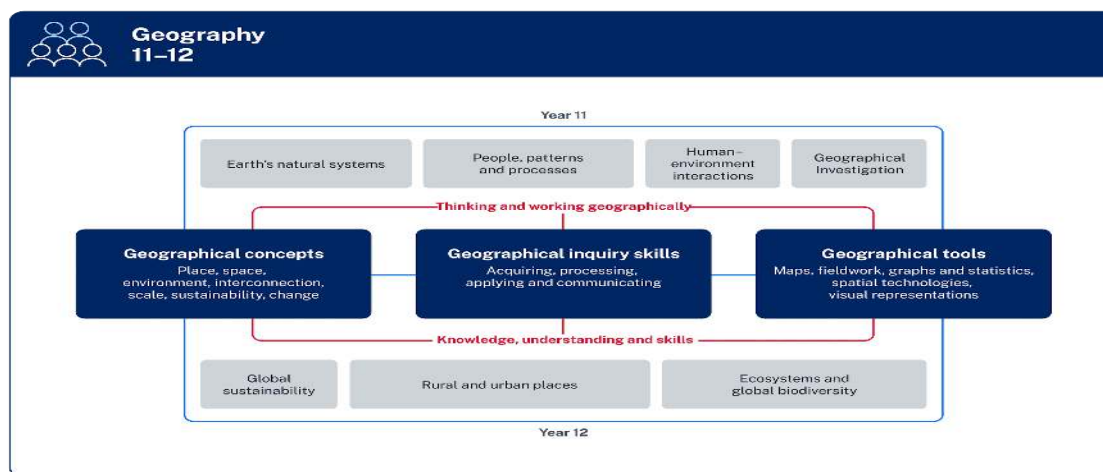
##### Year 12

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

- Egypt
- Near East
- China
- Greece
- Rome

## Geography

### 2 Units Of Study in Year 11 and Year 12 (HSC)



#### Year 11 course structure and requirement

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.

#### Year 11 course

The course comprises 4 focus areas and students are required to study all 4.

- Earth's natural systems
- People, patterns and processes
- Human–environment interactions
- Geographical Investigation

#### Fieldwork

Twelve (12) hours of fieldwork are **mandatory** for the Year 11 course.

#### Geographical Investigation

Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools. Further information about the investigation is provided in the Geographical Investigation section of this syllabus.

#### Year 12 course structure and requirements

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.

#### Year 12 course

The course comprises 3 focus areas and students are required to study all 3.

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

#### Fieldwork

Twelve (12) hours of fieldwork are mandatory for the Year 12 course

## History Extension – Year 12 Only

### 1 Unit Of Study in Year 12 (HSC)

Board Developed Course

#### Prerequisites:

- Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.
- Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

**Exclusions:** Nil.

#### Course Description

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

#### Content

The course comprises two sections:

##### Part I: Constructing History (Minimum 40 indicative hours)

Key Questions:

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

Case Studies:

Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

##### Part II: History Project (Maximum 20 indicative hours)

Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

#### Course Requirements

The course requires students to undertake:

- One case study.
- The development of one History Project.

## Modern History

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** Nil.

#### Course Description

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

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

#### Content

##### Year 11

The Year 11 course comprises three sections.

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

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

##### Year 12

The Year 12 course comprises four sections.

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

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

#### Course Requirements

##### Year 11

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

- One case study must be from Europe, North America or Australia, and
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

##### Year 12

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

## Studies Of Religion I

### 1 Unit Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** Studies of Religion II.

#### Course Description

Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

#### Year 11 Course

- Nature of Religion and Beliefs.
- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Two Religious Tradition Studies from:
  - Buddhism, Christianity, Hinduism, Islam, Judaism.
  - Origins.
  - Principal beliefs.
  - Sacred texts and writings.
  - Core ethical teachings.
  - Personal devotion/expression of faith/observance.

#### HSC Course

- Religion and Belief Systems in Australia post-1945.
- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Two Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism.
- Significant people and ideas.
- Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics.
- Significant practices in the life of adherents.

# Languages Other Than English

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## French Beginners

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** French Continuers; French Extension. Strict eligibility rules apply to the study of this subject.

#### Course Description

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

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

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

#### 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

Nil.

## French Continuers

### **2 Units Of Study in Year 11 and Year 12 (HSC)**

Board Developed Course

**Prerequisites:** Stage 5 French or equivalent knowledge is assumed.

**Exclusions:** French Beginners

**Eligibility:** Strict eligibility rules apply to French Continuers courses

**Study via self-tuition:** Yes

#### **Course Description**

This course provides opportunities for students to develop their skills and knowledge of French. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

#### **What students learn**

The Preliminary and HSC courses have prescribed themes as their organisational focuses:

- The Individual
- The French-speaking communities
- The changing world

Each French Continuers syllabus has mandatory topics related to these themes.

#### **Preliminary course**

Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

#### **HSC course**

Students gain insight into the culture and language of French-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.

## Japanese Beginners

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers.

Strict eligibility rules apply to the study of this subject.

#### Course Description

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

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

Students' skills in, and knowledge of, Japanese 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 Japanese-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

Nil.



## Japanese Continuers

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Prerequisites:** Stage 5 Japanese or equivalent knowledge is assumed.

**Exclusions:** Japanese Beginners; Heritage Japanese; Japanese Background Speakers  
Strict eligibility rules apply to the study of this subject.

#### Course Description

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

#### What students learn

The Preliminary and HSC courses have prescribed themes as their organisational focuses:

- The Individual
- The Japanese-speaking communities
- The changing world

Each Japanese Continuers syllabus has mandatory topics related to these themes.

#### Preliminary course

Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

#### HSC course

Students gain insight into the culture and language of Japanese-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.

#### Particular Course Requirements

Nil.

## Spanish Beginners

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** Strict eligibility rules apply to the study of this subject.

#### Course Description

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Spanish. Topics covered provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

#### What students learn

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

Students' skills in, and knowledge of the chosen Spanish 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 the chosen Spanish -speaking communities through the study of a range of texts.

#### Preliminary Course

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in the chosen Spanish.

#### HSC Course

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in the chosen Spanish.

#### 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

Nil.

## Other Languages

Students can be study other languages by Distance Education

Please note that an additional cost will apply and applications must be completed by October 2024

# Mathematics Courses

## Mathematics Standard 2

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Prerequisites:** The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7 to 10 Syllabus

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

### Course Description

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12, students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A). All students studying the Mathematics Standard 2 course will sit for an HSC examination.

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

The study of Mathematics Standard 2 in Stage 6:

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

### Content

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

#### Year 11

Topic: Algebra

- Formulae and Equations.
- Linear Relationships.

Topic: Measurement.

- Applications of Measurement.
- Working with Time.

Topic: Financial Mathematics.

- Money Matters.

Topic: Statistical Analysis.

- Data Analysis.
- Relative Frequency and Probability.

#### Year 12

Topic: Algebra

- Types of Relationships.

Topic: Measurement.

- Non-right-angled Trigonometry
- Rates and Ratios

Topic: Financial Mathematics

- Investments and Loans
- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Networks

- Network Concepts
- Critical Path Analysis

## Mathematics Advanced

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Prerequisites:** The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7 to 10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:

Algebraic techniques; Surds and indices; Equations; Linear relationships;  
Trigonometry and Pythagoras' theorem; Single variable data analysis;  
and at least some of the content from the following substrands of Stage 5.3:  
Non-linear relationships and Properties of Geometrical Shapes.

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

#### Course Description

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

The study of Mathematics Advanced in Stage 6:

- Enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- Provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs.
- Provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning.
- Provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role.
- Provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

#### Content

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

The Topics and Subtopics are:

##### Year 11

Topic: Functions

- Working with Functions.

Topic: Trigonometric Functions

- Trigonometry and Measure of Angles.
- Trigonometric Functions and Identities.

Topic: Calculus

- Introduction to Differentiation.

Topic: Exponential and Logarithmic Functions.

- Logarithms and Exponentials

Topic: Statistical Analysis.

- Probability and Discrete Probability Distributions.

##### Year 12

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

## Mathematics Extension 1

### 1 Unit Of Study In Year 11

Board Developed Course

**1 Unit Of Study In Year 12** if you are **not** enrolled in Extension 2 Mathematics (**HSC**)

**2 Units Of Study In Year 12** if you are enrolled in Extension 2 Mathematics (**HSC**)

Board Developed Course

**Prerequisites:** The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7 to 10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials.
- Logarithms.
- Functions and Other Graphs.
- Circle Geometry.

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

### Course Description

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

The study of Mathematics Extension 1 in Stage 6:

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

### Content

The Mathematics Extension 1 Year 11 course content is composed of four Topics, with the Topics divided into Subtopics.

The Topics and Subtopics are:

#### Year 11

Topic: Functions

- Further Work with Functions.
- Polynomials.

Topic: Trigonometric Functions

- Inverse Trigonometric Functions.
- Further Trigonometric Identities.

Topic: Calculus

- Rates of Change.

Topic: Combinatorics

- Working with Combinatorics.

#### Year 12

Topic: Proof

- Proof by Mathematical Induction.

Topic: Vectors

- Introduction to Vectors

Topic: Further Trigonometric Functions

- Trigonometric Equations.

Topic: Further Calculus

- Further Calculus Skills.
- Applications of Calculus.

Topic: Statistical Analysis

- The Binomial Distribution.

## Mathematics Extension 2 – Year 12 Only

### 2 Units Of Study In Year 12 (HSC)

Board Developed Course

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

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

### Course Description

- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.
- All students studying the Mathematics Extension 2 course will sit for an HSC examination.

The study of Mathematics Extension 2 in Stage 6:

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

### Content

The Mathematics Extension 2 course consists of five Topics, with the Topics divided into Subtopics.

The Topics and Subtopics are:

#### Year 12

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Topic: Vectors

- Further Work with Vectors

Topic: Calculus

- Further Integration

Topic: Mechanics

- Applications of Calculus to Mechanics

## Numeracy

Content Endorsed Course (CEC) - does not count towards the ATAR

The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

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

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions in order to manage situations and solve problems relating to their present and future needs.

**Year 11 course** The Numeracy Year 11 course content comprises 2 modules.

The modules are divided into content areas.

Module 1:

- 1.1: Whole numbers
- 1.2: Operations with whole numbers
- 1.3: Distance, area and volume
- 1.4: Time
- 1.5: Data, graphs and tables

Module 2:

- 2.1: Fractions and decimals
- 2.2: Operations with fractions and decimals
- 2.3: Metric relationships
- 2.4: Length, mass and capacity
- 2.5: Chance

**Year 12 course** The Numeracy Year 12 course content comprises 2 modules, with the Modules divided into content areas.

Module 3:

- 3.1: Percentages
- 3.2: Operations with numbers
- 3.3: Finance
- 3.4: Location, time and temperature
- 3.5: Space and design

Module 4:

- 4.1: Rates and ratios
- 4.2: Statistics and probability
- 4.3: Exploring with NRMT

# Performing Arts

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## Dance

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

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

#### Preliminary Course

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

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

#### HSC Course

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

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

#### Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses. The published Course Prescriptions, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

## Drama



## 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

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

### Course Description

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

### Preliminary Course

Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

### HSC Course

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

### Main Topics Covered

#### Preliminary Course

- Improvisation, Playbuilding, Acting.
- Elements of Production in Performance.
- Theatrical Traditions and Performance Styles.

#### HSC Course

- Australian Drama and Theatre (Core content).
- Studies in Drama and Theatre.
- Group Performance (Core content).
- Individual Project.

### Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

## Music 1

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** Music 2.

#### Course Description

In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

#### Particular Course Requirements

##### HSC Course

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

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

#### Additional Course Levy will apply

# Personal Development, Health And Physical Education

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## Community and Family Studies

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

#### Course description

Community and Family Studies Stage 6 syllabus is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

#### What students learn

Through the study of the Community and Family Studies course, students learn to develop:

- knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- knowledge and understanding about research methodology and skills in researching, analysing and communicating skills in the application of management processes to meet the needs of individuals, groups, families and communities
- skills in critical thinking and the ability to take responsible action to promote wellbeing
- an appreciation of the diversity and interdependence of individuals, groups, families and communities.

**Year 11 Course** - The Preliminary course consists of three mandatory modules

Resource Management  
Individuals and Groups  
Families and Communities

**Year 12 - HSC Course** - The HSC course consists of three mandatory modules representing 75 per cent of course time and an options component representing 25 per cent of course time

Mandatory

Research Methodology - culminating in the production of an Independent Research Project  
Groups in Context  
Parenting and Caring

Options -ONE of the following:

Family and Societal Interactions  
Social Impact of Technology  
Individuals and Work

Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

## Health And Movement

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

#### Year 11 course structure and requirements

The Year 11 course comprises 4 components. Students are required to study all 4 components of the course.

- Health for individuals and communities
- The body and mind in motion
- Collaborative Investigation
- Depth studies (a minimum of 2)

Where appropriate, case studies, practical application and research skills are to be integrated throughout student learning in Health for Individuals and Communities, The Body and Mind in Motion, the Collaborative Investigation and the Depth Studies.

#### Health for individuals and communities

This focus area explores the meanings of health from different perspectives. Students investigate the interplay of the determinants influencing health and the indicators used to measure and evaluate health status.

Health for Individuals and Communities has a focus on the health of young people, with students having the opportunity to research a selected health issue of interest. They analyse the skills needed to protect and enhance the health and wellbeing of themselves and others.

Students explore how government and non-government organisations can advocate and support the health of young people. They explore health promotion as a way to improve health and are introduced to the United Nations Sustainable Development Goals (SDGs) as a framework that demonstrates the complexity and interconnectedness of strategies needed to improve the health of Australians.

#### The body and mind in motion

This focus area enables students to investigate how body systems influence and respond to movement, and understand the interrelationships between these systems for efficient movement. Students develop an understanding of the role energy systems and types of training and training methods play and how the body physiologically adapts to training.

Students consider how movement skills are acquired, developed and improved, by exploring the characteristics of learners, the acquisition of skill, practice methods, performance elements and feedback. They investigate the relationship between performance and psychological factors, including motivational strategies, and the impact communities of exercise can have on participation and performance.

#### Collaborative Investigation

The Collaborative Investigation provides opportunities for students to develop knowledge and skills to support their own and others' health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers.

Throughout the Collaborative Investigation, students are provided with opportunities to positively interact with others and work collaboratively to reach agreements and decisions. They develop skills to negotiate plans and tasks, distribute leadership, create and maintain a positive group environment, and give and receive feedback.

The Collaborative Investigation provides students with the opportunity to adopt an informed point of view when responding, by speculating, critiquing, analysing, interpreting and constructing possible meanings for their own and others' health, physical activity levels and performance.

### **Depth studies**

Year 11 - The requirements for the Depth Studies include:

- a total of 20 hours of in-class time allocated in Health for Individuals and Communities and/or The Body and Mind in Motion

Year 12 course structure and requirements (120 hours)

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

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

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

### **Health in an Australian and global context**

In this focus area, students explore how healthy Australians are by comparing the health status of Australians within and across population groups. They evaluate the health status of Australians relative to other Organisation for Economic Co-operation and Development (OECD) countries and draw conclusions that could be applied to enhance the health of Australians.

Students examine major chronic conditions, diseases and injury, and the impact these conditions can have on the healthcare system. They explore the impact of a growing and ageing population. Students evaluate the healthcare system in Australia and explore the roles government and non-government organisations play in improving health. Students investigate changes and challenges to the health system, including the impact of emerging technologies and treatments, digital health and big data.

Students investigate actions needed to promote and improve the health of Australians by investigating how the SDGs can inform strategies to improve the health status of a community.

Some aspects of the Year 11 Health for Individuals and Communities content will be further investigated in this focus area, in particular the current health status of Australians, groups experiencing inequities in health and the SDGs.

### **Training for improved performance**

In this focus area, students investigate the significance of Training for Improved Performance. This includes recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations.

Students compare training plans and programs for recreational or elite individuals and groups, applying their understanding of biomechanics, injury prevention, training methods and technology to analyse how athletes can train for sustained movement and performance. Students explore the importance of nutrition, and how nutrition and supplementation affect an individual's performance. They compare the dietary requirements of athletes from different sports.

**Depth studies** The requirements for the Depth Studies include: a total of 30 hours of in-class time allocated in Health in an Australian and Global Context and/or Training for Improved Performance and a minimum of 2 Depth Studies - one depth study must be formally assessed as a school-based assessment task.

## Sport, Lifestyle and Recreation Studies (SLR)

Content Endorsed Course(CEC) - does not count towards ATAR

### 1 Unit Of Study in Year 11

**Exclusions:** Students studying Board Developed Health and Movement Science must not study CEC modules which duplicate Health and Movement Science modules

#### Course Description

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

#### What Students Learn

Through the study of Sport, Lifestyle and Recreations course, students learn to develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as:

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

#### Course requirements

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component.

The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered.

Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate PDHPE modules.

## Science Courses

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Science Pattern of Study: A student may count up to:

**Year 11:** 6 units of Science **Year 12:** 7 units of Science

### Biology

#### **2 Units Of Study in Year 11 and Year 12 (HSC)**

Board Developed Course

**Exclusions:** Nil.

#### **Course Description**

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

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

#### **Content**

##### **Year 11**

The Year 11 course consists of four 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**

The Year 12 course consists of four modules.

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

#### **Course Requirements**

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

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

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

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

## Chemistry

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** Nil.

#### Course Description

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

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

#### Content

##### Year 11

The Year 11 course consists of four modules:

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

##### Year 12

The Year 12 course consists of four modules:

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

#### Course Requirements

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

A depth study may be one investigation/activity or a series of investigations/activities.

Depth studies may be included in one module or across several modules.

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



## Earth and Environmental Science

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

#### Exclusions:

Earth and Space Science Life Skills

**Course description** The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface. The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

#### Year 11

The Year 11 course consists of four modules:

**Module 1** Earth's Resources

**Module 2** Plate Tectonics

**Module 3** Energy Transformations

**Module 4** Human Impacts

#### Year 12

The Year 12 course consists of four modules:

**Module 5** Earth's Processes

**Module 6** Hazards

**Module 7** Climate Science

**Module 8** Resource Management

#### Course requirements

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

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

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

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

## Engineering Studies

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** Nil.

#### Course Description

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

#### Main Topics Covered

##### Year 11

Students undertake the study of four compulsory modules:

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

##### HSC Course

Students undertake the study of four compulsory modules:

- Two application modules relating to the fields of civil structures and personal and public transport.
- Two focus modules relating to the fields of aeronautical engineering and telecommunications engineering.

#### Particular Course Requirements

Engineering Report.

##### Preliminary Course

Students are required to produce a component of an engineering report in Engineering application module 3, Braking Systems, and then a complete engineering report in Engineering focus module 4, Biomedical Engineering.

##### HSC Course

Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

## Physics

### 2 Units Of Study in Year 11 and Year 12 (HSC)

Board Developed Course

**Exclusions:** Nil.

#### Course Description

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects. The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the universe.

#### Content

##### Year 11

The Year 11 course consists of four modules:

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

##### Year 12

The Year 12 course consists of four modules:

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

#### Course Requirements

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

A depth study may be one investigation/activity or a series of investigations/activities.

Depth studies may be included in one module or across several modules.

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

## Science Extension Course – Year 12 Only

### 1 Unit Of Study In Year 12 (HSC)

Board Developed Course

**Exclusions:** Nil.

*Note: Students who have shown achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.*

### Course Description

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

The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

### Content

#### Year 12

The Year 12 course consists of four modules:

- Module 1 The Foundations of Scientific Thinking.
- Module 2 The Scientific Research Proposal.
- Module 3 The Data, Evidence and Decisions.
- Module 4 The Scientific Research Report.

### Course Requirements

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

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12. Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

## Marine Studies

Content Endorsed Course(CEC) - does not count towards ATAR

### 1 Unit Of Study in Year 11

#### Course description

The oceans cover more than 70% 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. 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 into the twenty-first century.

#### What students learn

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.

Through Marine Studies students will develop:

- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills in safe practices in the marine context.

# Vocational Education And Training (VET) Courses

## Hospitality – Cookery - HSC Kitchen Operations and Cookery Stream

**SIT20421 - Certificate II in Cookery** - Industry Curriculum Framework Course.



**AIS RTO Code: 90413**

Hospitality focuses on providing customer service. Skills learned can be transferred across a range of industries. Workplaces for which Hospitality competencies are required include cafes, catering organisations and resorts.

Working in the Hospitality industry involves:

- Supporting and working with colleagues to meet goals and provide a high level of customer service.
- Developing menus, managing resources, preparing, cooking and serving a range of dishes.
- Providing food and beverage service in a range of settings.
- Providing housekeeping and front office services in hotels, motels, resorts as well as a variety of other hospitality establishments.

Work Placement

Students must also complete 70 hours of work placement training in an industry related environment. Where possible, the School will help to facilitate this outside school terms.

You can gain:

- A nationally recognised qualification.
- Certificate II in Cookery SIT20421
- Accreditation for your HSC.
- Accreditation for your ATAR.
- Pathway to a diploma or degree.
- Credit towards further course work.

### Recognition of Prior Learning

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

### Students with Special Education Needs:

Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

### Assessment and Course Completion

HSC VET courses are competency-based. NESQA and the VET Quality Framework require that a competency-based approach to assessment is used. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to individual standards. Students will be progressively assessed as “competent” or “not yet competent” in individual units of competency and will receive a 'Statement of Attainment' if all required competencies are not assessed as "competent" at the completion of the HSC course.

### HSC Examination

Students completing this course are eligible to sit a written HSC examination, which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET statement.

### Additional Course Information:

Students need to purchase School Chef's uniform and an additional course levy will apply

## School-Based Traineeship

A school-based traineeship is available. For more information: [www.sbatinnsw.info](http://www.sbatinnsw.info).

## TAFE TVET

TVET: TAFE-DELIVERED VOCATIONAL EDUCATION AND TRAINING

With TVET, you can get a head start on your career by completing a TAFE NSW course, while still at school. TVET courses are available to students in Year 11 and 12 (Stage 6). Stage 6 TVET courses count towards your HSC, with some contributing towards your Australian Tertiary Admission Rank (ATAR).

Most TVET TAFE courses are delivered at the Kingscliff campus Monday afternoons from 1.30pm to 5.30pm.

- A free bus service during school hours from the Mahers Lane Campus to Kingscliff TAFE
- The payment of up to a maximum of \$1,000.00 from the School towards the costs of one TAFE course per student during Year 11
- The payment of up to a maximum of \$1000.00 from the School towards the costs of one TAFE course per student during Year 12
- Where the AIS subsidy and the school subsidy does not cover the cost of the TAFE course, parents will need to pay the remaining amount of the TAFE invoice.

### **TVET course categories**

#### **Board developed courses – Industry Curriculum Framework**

Industry Curriculum Framework (ICF) courses contribute to your Higher School Certificate (HSC) and, providing all HSC syllabus requirements are met, allow you to sit an optional examination which can contribute to your Australian Tertiary Admissions Rank (ATAR). Requirements include 240 hours of delivery.

#### **Board endorsed courses**

Board endorsed courses contribute to your Record of School Achievement (RoSA) or HSC, but will not count towards your ATAR.

Please refer to the TAFE guide for a full list of courses available.



# LINDISFARNE

## Anglican Grammar School

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**Luceat Lux Vestra — Let Your Light Shine**

### **Junior School**

Preschool to Year 4  
Sunshine Avenue Campus  
Tweed Heads South  
NSW 2486

### **Middle and Senior School**

Years 5 to 12  
Mahers Lane Campus  
Terranora  
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