



LINDISFARNE

Anglican Grammar School

Curriculum Manual
Year 11 2027

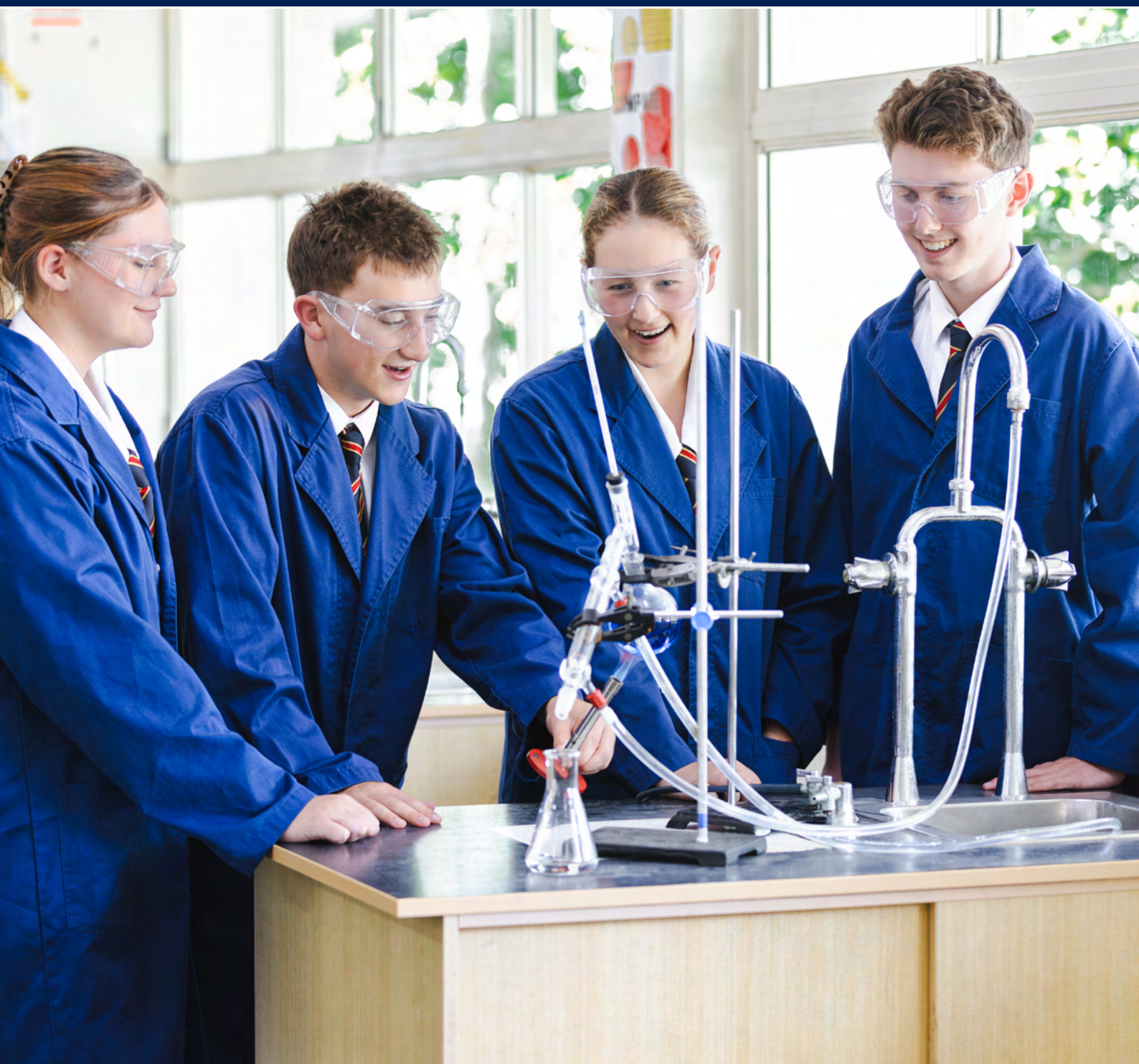


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Introduction

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.

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

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

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

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

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

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

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

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

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

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

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

The following pages contain the course descriptions of the courses that are on offer for Subject Selection in 2027..

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

English (Advanced)

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

Board Developed Course

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

Course Description

English Advanced provides students the opportunity to refine their understanding of the dynamic relationship between language, texts and meaning through critical study, and the skilful and creative use of language forms, language features, and structures of texts composed for different purposes in a range of contexts. Students develop the knowledge to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

Through the study of English Advanced, students will:

- use clear written and verbal communication skills for a range of purposes and audiences
- seek and evaluate information and arguments to inform their understanding of ideas
- make inferences about the intention and meaning of language based on context
- confidently express personal experiences and opinions and develop knowledge and skills as independent learners.

Year 11 Course

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

- Complete 120 indicative hours.
- Complete Reading to write: Transition to English Advanced as the first unit of work
- Complete Narratives that shape our world
- Complete Critical study of literature.

There are no prescribed texts for Year 11.

Year 12 Course

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

- complete the Year 11 course as a prerequisite and complete 120 indicative hours
- complete Texts and human experiences as the first unit of work
- complete Textual conversations,
- complete Critical study of literature
- complete The craft of writing

Students are required to closely study 4 prescribed texts, with at least ONE drawn from each of the following categories:

- prose fiction
- Poetry
- drama OR nonfiction OR film OR media.

At least ONE of the texts selected must be authored by Shakespeare.

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

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts with a range of social, cultural and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

English (Standard)

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

Board Developed Course

Exclusions: English (Advanced); English (EAL/D); English (Extension).

Course Description

English Standard provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts, in order to become confident and effective communicators. Students develop the knowledge to analyse, reconsider and refine meaning, and to reflect on their own processes of responding, composing and learning.

Through the study of English Standard, students will:

- develop clear communication skills for a range of purposes and audiences
- find information and perspectives to develop their understanding of ideas
- learn to make assumptions about the purpose and meaning of language based on context
- express personal experiences and opinions and reflect on skills as independent learners.

Year 11 Course

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

- Complete 120 indicative hours.
- Complete Reading to write: Transition to English Standard as the first unit of work
- Complete Contemporary possibilities
- Complete Close study of literature
-

Text requirements

There are no prescribed texts for Year 11.

Students are required to study ONE complex multimodal or digital text in Contemporary possibilities. This may include the study of film.

Students are required to study ONE substantial literary print text in Close study of literature, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of ONE poet.

Year 12 Course

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

- Complete the Year 11 course as a prerequisite and complete 120 indicative hours
- Complete Texts and human experiences as the first unit of work
- Complete Language, identity and culture
- Complete Close study of literature
- Complete The craft of writing

Text requirements

Students are required to closely study 3 prescribed texts, with ONE drawn from each of the following categories:

- prose fiction
- Poetry
- drama OR film OR media OR nonfiction.

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

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts with a range of social, cultural and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate

English Studies

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

Board Developed Course

Exclusions: All other English Courses including English Life Skills

Students who select English Studies HSC will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA. However, they will not be eligible for an ATAR.

Course description

English Studies provides students the opportunity to explore the ideas, values, language forms, features and structures of texts from a range of 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.

Through the study of English Studies, students will:

- develop and use communication skills for a range of purposes and audiences
- find information and perspectives that will inform their understanding of ideas
- make inferences about the meaning of language based on context
- express personal experiences and opinions and develop skills as independent learners.

Year 11 course

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

- Complete 120 indicative hours
- Complete Reading to write: Transition to English Studies as the first unit of work
- Complete an additional 2–3 elective focus areas

Text requirements.

There are no prescribed texts for Year 11. Students are required to study ONE substantial multimodal text, which could be film or media. Students are required to study ONE substantial print text, which could be prose fiction, nonfiction, poetry or drama.

Year 12 Course

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

- Complete the Year 11 course as a prerequisite and complete 120 indicative hours
- Complete Narrative and human experiences,
- Complete Writing for purpose
- Complete an additional 2 elective focus areas

Text requirements

Students are required to study a wide range of texts, with ONE substantial text drawn from each of the following categories:

- print text, which could be prose fiction, nonfiction, poetry or drama
- multimodal text, which could be film or media.

For Narrative and human experiences, students are required to study:

- ONE text from the prescribed text list.

For Writing for purpose, students are required to study:

- At least FOUR short texts from the prescribed text list

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

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts, which could include prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

English (EAL/D)

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

Board Developed Course

Eligibility

The English EAL/D course is for students who have been educated in English for **5 years or less**, either in Australia or overseas. The eligibility rules for English EAL/D 11–12 are available on the NESA website. Students must meet the eligibility requirements to do this course and complete an eligibility check prior to commencement of the course.

Exclusions English Advanced; English Extension; English Standard; English Studies

Course Description

English EAL/D 11–12 provides students the opportunity to develop and consolidate their use, understanding and appreciation of Standard Australian English. Students engage in rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Through the study of English EAL/D 11–12, students will:

- develop clear communication skills for a range of purposes and audiences
- understand and evaluate information and arguments to inform their understanding of ideas
- make informed assumptions about the purpose and meaning of language based on context and culture
- express personal experiences and opinions and develop knowledge and skills as independent learners.

Year 11 Course

For the Year 11 English EAL/D course students are required to:

- Complete 120 indicative hours.
- Complete Reading to write: Transition to English EAL/D as the first unit of work
- Complete Texts and Society
- Complete Close study of text
- engage in speaking and listening components in each focus area.

Text requirements

There are no prescribed texts for Year 11. Students are required to study ONE quality literary text; for example a film, prose fiction, a drama or a poetry study which may constitute a selection of poems from the work of one poet.

Year 12 Course

For the Year 12 English EAL/D course students are required to:

- complete the Year 11 course as a prerequisite and complete 120 indicative hours
- complete Texts and human experiences as the first unit of work
- complete Language, identity and culture;
- complete Close study of text;
- complete Writing
- engage in speaking and listening components in each focus area.

Text requirements

Students are required to closely study 3 types of prescribed texts, with ONE drawn from each of the following categories: Prose fiction; Poetry; Drama OR film OR media OR nonfiction.

The selections of texts for the focus area of Writing do not contribute to the required pattern of prescribed texts for the course.

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

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts with a range of social, cultural and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

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); English Studies; English (EAL/D).

Course Description

English Extension 1 provides students with the opportunity to extend their use of language and self-expression in creative and critical ways. Students engage with increasingly complex concepts through a broad range of literature from different contexts. Through this, they refine their understanding and appreciation of the significance of texts, and the way that literature shapes and reflects the world.

Through the study of English Extension, students will:

- learn to use clear written and verbal communication for a range of purposes and audiences
- interpret and evaluate information and arguments for clarity, precision and effectiveness
- make inferences about intention and meaning of language based on contextual clues
- explore using verbal and written language to confidently express personal experiences and opinions, and reflect on development of knowledge and skills as independent learners.

Year 11 course

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

- complete 60 indicative hours
- undertake the study of Texts, culture and value
- undertake the Related research project.

Text requirements

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

Year 12 Course

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

- Complete the English Extension Year 11 course as a prerequisite and complete 60 indicative hours
- Complete Literary worlds and undertake the study of ONE elective option.

Text requirements

Students are required to study THREE prescribed texts in ONE elective. At least TWO of these texts are required to be extended print texts, which may include poetry. Students are also required to study ONE related text for the elective.

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

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts that includes prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

English Extension 2 – Year 12 Only

1 Unit Of Study In Year 12 (HSC)

Board Developed Course

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

English Extension 2 Year 12 course (60 hours)	Indicative hours
Author and authority	20
Major work	40

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

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

Major work journal

The Major work journal is a record of all stages of the composition process. This could include the documentation of research and analysis, as well as critical, imaginative and speculative reflections. Students use the journal to record the recursive and iterative creative process.

Text requirements

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

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

The [HSC English prescriptions 2027–2030](#) provides essential information for HSC study for all English 11–12 courses.

Creative Industries Courses

Ceramics - Year 11 only

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

1 Unit Of Study in Year 11 only

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.

Additional Course Levy will apply

Design and Technology

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

Board Developed Course

Course description

Design and Technology aims to develop students' design thinking and problem-solving abilities through engaging and relevant projects. Students will gain a broad understanding of various content areas, including design theory and practice, design processes, factors affecting design and production, and emerging technologies. They will learn to manage projects, evaluate success, and apply safe working practices.

Students will learn to apply advanced desktop publishing techniques to enhance their project folios, use video and photography to document their practical design work and employ industrial design tools such as Adobe Illustrator and Autodesk Fusion 360 to produce design components.

Year 11

In Year 11 Design and Technology, students will develop their skills to design and produce through the completion of 3 design projects; *Game On*, *Boathouse Cafe*, and *EcoLights*.

Game On involves students designing and producing a playable board game that can be produced and utilising available technologies at the school including 3D printers and laser cutters.

Boathouse Cafe is an architectural project where students spend a day at Lindisfarne Boathouse and are required to produce a 1:40 scale model as part of a proposal for a cafe situated next to the boathouse.

Ecolights requires students to produce a small desktop light for a specific location at home. This project familiarises students with the design process used again in year 12.

Alongside these projects, students study design and production processes in domestic, community, industrial, and commercial settings, and environmental and social issues through school-developed workbooks that encourage discussion and provide a deeper understanding of the world of design.

Year 12

In Year 12 Design and Technology, students will complete a Major Design Project, case study, and other activities focused on Innovation and Emerging Technologies.

For their Major Design Project, students will develop a project proposal and then produce a design solution that addresses the proposal. This project is a practical task and takes up a significant portion of class time. Students have the opportunity to produce high-quality work in an area of design they are interested in.

In preparation for the HSC Examination, students will study designs and design practices, factors that may impact successful innovation, entrepreneurial activity, the impact of emerging technologies, the impact on Australian society, historical and cultural influences, ethical and environmental issues, and creativity.

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%).

Year 12

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 - Year 11 only

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

1 Unit Of Study in Year 11

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.

Additional Course Levy will apply

Software Engineering

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

Board Developed Course

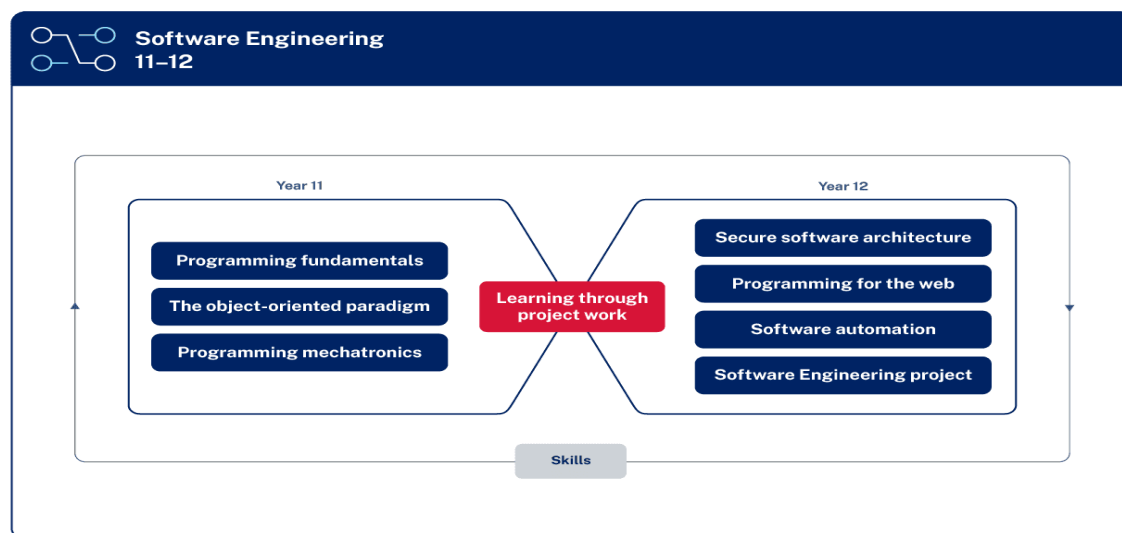


Figure 1: The organisation of content for Software Engineering 11-12 Syllabus

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%).

Year 12 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

Year 11 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.

Year 12 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

Humanities 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

Year 12 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 **New Syllabus 2027**

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

Board Developed Course

Exclusions:

Ancient History Life Skills (Year 11, 2 units): 17540

Human Society and its Environment Life Skills (Year 11, 2 units): 16699*

Ancient History 11–12 focuses on developing student understanding of the ancient past and how it was shaped by people and events. The course offers students opportunities to engage with written and physical sources from the past, developing students' analysis and reasoning skills.

What students learn

Through the study of Ancient History 11–12, students learn to:

- develop an understanding of historical causation and the ways in which human societies have changed over time
- develop an understanding of the variety of perspectives that have been and are held about the past
- develop skills in analysis and reasoning to make judgements about the significance of various people and events in the past and form their own conclusions about the nature of historical development
- construct logical and cogent historical arguments about the past, supported by evidence.

Course structure and requirements

Year 11 course structure and requirements

The Year 11 Ancient History course comprises a study of:

- 120 indicative hours across 3 focus areas.

Year 11 focus areas	Indicative hours
Investigating ancient history <ul style="list-style-type: none"> • The nature of ancient history • Case studies 	60
Each case study should be a minimum of 10 indicative hours.	
Features of ancient societies	40 (minimum)
Historical investigation	20 (maximum)

Studies undertaken in the Year 11 course should be selected from a range of societies.

Content may be integrated across the 3 focus areas of the course in the development of a teaching and learning program.

Investigating ancient history

- The nature of ancient history
- Case studies

Students undertake:

- at least ONE option from The nature of ancient history, AND
- at least TWO case studies
- ONE case study must be from Egypt, Greece, Rome or Celtic Europe
- ONE case study must be from Australia, Asia, the Near East or the Americas.

The list in the Investigating ancient history – Case studies focus area of this syllabus provides case study options teachers may use.

Case studies are investigations into historical features, people, places, events and developments of the ancient world. They are oriented towards the problems and issues of investigating the past.

Case studies in the Year 11 course are intended to provide students with opportunities to:

- study the various ways in which historians and archaeologists investigate and construct the past, the types of questions they ask, the explanations they give and the issues they raise
- analyse and interpret archaeological and written sources
- generate hypotheses and weigh up contemporary theories and explanations on the basis of the available evidence.

Case studies can provide a historical context in which students learn about relevant methods and issues.

Case studies must not overlap with or duplicate significantly any option to be attempted in the Year 12 Ancient History or History Extension courses.

Features of ancient societies

Students study at least TWO ancient societies through an investigation of:

- a different key feature for each society, OR
- one key feature across the societies selected.

A range of possible options is provided in the Features of ancient societies focus area of this syllabus.

Learning in the focus area of Features of ancient societies is concerned with seeking explanations of the 'how' and 'why' questions of history. This includes an interpretation of the evidence for how people lived in the past and why they may have lived that way. This focus area provides students with opportunities to develop an understanding of:

- the nature, range and limitations of the available sources
- the social history of a people through an investigation of the remains of their material culture
- significant developments, forces or individuals that may have shaped the selected feature(s).

Options selected must not overlap with or duplicate significantly any option to be attempted in the Year 12 Ancient History or History Extension courses.

Historical investigation

The Historical investigation is designed to further develop relevant investigative, research and communication skills. The investigation may be undertaken as a standalone study or integrated into any other focus area in the Year 11 course. The investigation should extend a particular area of individual student or group interest. It may be conducted individually or collaboratively.

The investigation must not overlap with or duplicate significantly any option to be attempted in the Year 12 Ancient History or History Extension courses.

Historical concepts and skills

The historical concepts and skills content is to be integrated throughout the course. The various studies and options provide the contexts through which concepts and skills are to be developed. These help guide students when engaging in historical analysis and argument.

Year 12 course structure and requirements

The Year 12 Ancient History course comprises a study of:

- 120 indicative hours across 4 focus areas
- Core study: Cities of Vesuvius – Pompeii and Herculaneum
- ONE Ancient societies option
- ONE Historical personalities option
- ONE Historical periods option.

Year 12 focus areas	Indicative hours
Core study: Cities of Vesuvius – Pompeii and Herculaneum	30
Ancient societies	30
Historical personalities	30
Historical periods	30

The Year 12 course requires study from at least TWO of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome.

The Core study: Cities of Vesuvius – Pompeii and Herculaneum is a Roman study.

Options in the Year 12 course contain a Context content group. This content group should be taught in a maximum of 3 hours.

Historical concepts and skills

The historical concepts and skills content is to be integrated throughout the course. The options provide the contexts through which concepts and skills are to be developed. These help guide students when engaging in historical analysis and argument.

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

Year 11 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.

Year 12 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 New course 2027

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

Board Developed Course

Exclusions: Business and Economics Life Skills (Year 11, 2 units): 17560, Human Society and its Environment Life Skills (Year 11, 2 units)*: 16699 -if Business and Economics Life Skills is undertaken in the course.

The Economics 11–12 course equips students with the knowledge to understand how households, businesses and governments make choices about the allocation of resources and their effect on the consumption, production and distribution of goods and services in an economy. The course provides opportunities for students to apply their knowledge of economics to analyse real-world problems and solutions that influence the efficiency, equity and wellbeing of a society.

What students learn

Through the study of Economics 11–12, students develop:

- an understanding of the fundamental principles of economics involved in making decisions in the allocation of scarce resources
- an understanding of the key economic questions that a society must address in producing, distributing and consuming goods and services, the role of different economic agents in these processes and the interdependence of each sector of the economy
- skills in analysis and evaluation to identify the causes and consequences of economic issues, make informed judgements about the effectiveness of government policies and propose solutions to remedy problems in real and hypothetical situations
- skills to effectively communicate data-supported economic ideas and information.

Year 11 course structure and requirements

The Year 11 Economics course comprises a study of:

- 120 indicative hours across 6 focus areas.

The course comprises 6 focus areas. Students are required to study all 6 focus areas.

Year 11 focus areas	Indicative hours
Introduction to economics	25
Markets	35
Household and business sector	15
Financial sector	15
Government sector	15
International sector	15

Year 12 course structure and requirements

The Year 12 Economics course comprises a study of:

- 120 indicative hours across 3 focus areas.

The course comprises 3 focus areas. Students are required to study all 3 focus areas of the course.

Year 12 focus areas	Indicative hours
Economic issues in the Australian economy	45
Economic management of the Australian economy	45
Australia and the global economy	30

French Beginners

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

Board Developed Course

Exclusions: French Continuers; French Extension.

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

Students must meet the eligibility requirements to do this course and complete an eligibility check prior to commencement of the course and all eligibility forms must be completed by 23 September 2026.

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

Students must meet the eligibility requirements to do this course.

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

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.

Year 11 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.

Year 12 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.

Geography

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

Geography 11–12 explores the relationships between places, people, and environments to develop an understanding of how they shape and transform the world. Students examine how different processes and influences interact to form and transform particular places, environments, and natural and human phenomena, and the challenges that may arise from these.

What students learn

Through the study of Geography 11–12, students learn to:

- analyse the interactions of natural and human processes
- assess how places and environments can be managed sustainably
- examine the role of natural systems and human activity in shaping the world and how they may vary from place to place
- apply geographical tools and the concepts of place, space, environment, interconnection, scale, sustainability and change, to make sense of the world.

Year 11 course structure and requirements

Year 11 course (120 hours)

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

Year 11 focus areas	Indicative hours
Earth's natural systems	40
People, patterns and processes	40
Human–environment interactions	20
Geographical Investigation	20

Geographical inquiry skills and tools

The geographical inquiry skills and tools content is to be integrated throughout the course. The focus areas and studies provide the contexts for developing and applying inquiry skills and tools.

The geographical tools are to be integrated with the content of the Year 11 course. Students are to develop an understanding of the purpose and value of particular tools and how they can be used, i.e. their real-world applications.

A broad range of geographical tools should be integrated into each Year 11 focus area as appropriate. The application of tools in geographical inquiry will depend on the nature of the investigations conducted by students.

If required, selected tools should be accessible for students with disability, e.g. tactile maps, accessible choropleth maps for colour-blind students, and tactile photography.

Fieldwork

Twelve (12) hours of fieldwork are mandatory for the Year 11 course. Fieldwork may be integrated in an individual focus area or across focus areas as appropriate.

When conducting fieldwork that involves people, ethical practices such as adherence to intellectual property (IP) rights must be considered. If fieldwork is proposed for Aboriginal sites or is about Aboriginal and/or Torres Strait Islander Peoples and Cultural heritage, Indigenous cultural and intellectual property (ICIP) is an ethical consideration.

In such cases, participants should be familiar with a range of [cultural protocols](#) for working with Aboriginal Communities and ensure appropriate consultation occurs with local communities and education consultants. For more information refer to [**Aboriginal and Torres Strait Islander principles and protocols**](#).

Applying geography in the contemporary world

Students are to develop an appreciation of the relevance of geographical understanding to particular professions and to responsible management, in the context of each Year 11 focus area. This may be done flexibly and in different ways.

Earth's natural systems

Students investigate the diverse landscapes of the Earth's surface and its distinctive physical features. They examine the cycles, circulations, interconnections and spatial patterns that combine to form the Earth's integrated system, and investigate natural processes, cycles and circulations that change the Earth's land and water cover.

This focus area includes an overview of the uniqueness and diversity of the Earth. It is intended to provide a broad perspective as a context for studying the focus area. Allocate a maximum of 4 hours to this part of the focus area.

People, patterns and processes

Students investigate evidence of human diversity across the Earth's surface. They examine the spatial patterns and extent of the human footprint, and the human transformations shaping those patterns.

Students investigate the unique character of places and how various human processes are shaping them, through ONE of the following:

- human resilience in diverse environments
- local places and global economic change
- place and cultural change
- political power and contested spaces
- technological advances and the transformation of places.

The study selected must not significantly overlap or duplicate studies selected for Year 12.

This focus area includes an overview of the diversity and extent of human activity. The overview is intended to provide a big-picture perspective as a context for studying the focus area. Allocate a maximum of 4 hours to this part of the focus area.

Human–environment interactions

Students investigate the global nature of land cover change, from temporal and spatial perspectives, as they examine the long-term development of natural systems compared to the short time frame of human activity. They investigate evidence for, and causes of, climate change, as well as the role of humans in contributing to land cover change.

Students investigate the interaction between the Earth's natural systems and people through the study of ONE of the following:

- a geographic region
- a contemporary hazard
- climate change.

The study selected must not significantly overlap or duplicate studies selected for Year 12.

This focus area includes an overview of change to the Earth's natural systems over time. The overview is intended to provide a big-picture perspective as a context for studying the focus area. Allocate a maximum of 3 hours to this part of the focus area.

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

Year 12 course (120 hours)

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

Year 12 focus areas	Indicative hours
Global sustainability	30
Rural and urban places	45
Ecosystems and global biodiversity	45

Geographical inquiry skills and tools

The geographical inquiry skills and tools content is to be integrated throughout the course. The focus areas and studies provide the contexts for developing and applying inquiry skills and tools.

The geographical inquiry skills and tools may be assessed in the HSC examination in relation to any of the Year 12 focus areas, as appropriate. Students are to develop an understanding of the purpose and value of particular tools and how they can be used, i.e. their real-world applications.

A broad range of geographical tools should be integrated into each Year 12 focus area as appropriate.

If required, selected tools should be accessible for students with disability, e.g. tactile maps, accessible choropleth maps for colour-blind students, and tactile photography.

Fieldwork

Twelve (12) hours of fieldwork are mandatory for the Year 12 course. Fieldwork may be integrated into an individual focus area or across focus areas as appropriate.

When conducting fieldwork that involves people, ethical practices such as adherence to intellectual property (IP) rights must be considered. If fieldwork is proposed for Aboriginal sites or is about Aboriginal and/or Torres Strait Islander Peoples and Cultural heritage, Indigenous cultural and intellectual property (ICIP) is an ethical consideration.

In such cases, participants should be familiar with a range of **cultural protocols** for working with Aboriginal Communities and ensure appropriate consultation occurs with local communities and education consultants. For more information refer to **[Aboriginal and Torres Strait Islander principles and protocols](#)**.

Applying geography in the contemporary world

Students are to develop an appreciation of the relevance of geographical understanding to particular professions and to responsible management, in the context of each Year 12 focus area. This may be done flexibly and in different ways.

Global sustainability

Students investigate sustainability in the contemporary world, including principles of, and actions for, sustainability.

Students study ONE global economic activity and its sustainability.

The study selected must not significantly overlap or duplicate studies selected for Geography Stage 5, the Year 11 course or other Year 12 focus areas.

Rural and urban places

Students investigate the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale.

Students study:

- ONE place in a rural setting and ONE place in a larger urban settlement
- ONE large city of 5 million people or more, outside Australia.

Examples of places in a rural setting:

- regional centre
- rural town
- village
- remote settlement

Examples of places in an urban setting:

- suburb
- urban precinct
- urban corridor

The studies selected for the rural place, urban place and large city must not overlap.

The studies selected must not significantly overlap or duplicate studies selected for Geography Stage 5, the Year 11 course or other Year 12 focus areas.

Ecosystems and global biodiversity

Students investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.

Students investigate TWO different types of ecosystems. They undertake a study to illustrate each type of ecosystem selected. At least ONE study is to be selected from outside Australia.

The studies selected must not significantly overlap or duplicate studies selected for Geography Stage 5, the Year 11 course or other Year 12 focus areas.

Safety and risk management

Schools are required to ensure they follow [safety and risk management](#) in delivering the *Geography 11-12 Syllabus*.

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: Ancient History Life Skills (Year 12, 2 units): 17540, Modern History Life Skills (Year 12, 2 units): 17700, Human Society and its Environment Life Skills (Year 12, 2 units): 16699(Where Ancient or Modern History is undertaken within the course.)

History Extension focuses on the nature of history as a discipline and the various ways humanity has attempted to investigate and understand the past. The course requires students to engage with complex historiographical ideas, methodologies and sources to communicate arguments about the nature and construction of history.

What students learn

Through the study of History Extension, students:

- develop an understanding of how context, methodology and purpose can shape the ways in which historians and other producers of history have constructed their accounts
- examine the complexity of factors that shape historiographical perspectives
- develop their own views, and challenge those of others, on a variety of historical and historiographical issues.

Year 12 course structure and requirements

Year 12 focus areas	Indicative hours
Constructing history <ul style="list-style-type: none"> • Key questions • Case studies 	40 (minimum)
History project	20 (maximum)

Constructing history – Key questions

Four key questions provide a framework for investigating the construction of history. Students engage with a range of relevant sources to investigate the following key questions:

- What is history?
- Who are the producers of history in different eras?
- How has history been constructed, recorded and presented in different eras?
- Why have approaches to history changed in different eras?

The historiographical skills are to be integrated with the key questions.

Constructing history – Case studies

The case study allows for the examination of historiography in a specific historical context. Students explore ONE case study with reference to the producers of history, and their perspectives and approaches, which have led to change in the THREE areas of historiographical interpretation. Students apply their understanding of the following questions to the selected case study:

- Who are the producers of history in different eras?
- How has history been constructed, recorded and presented in different eras?
- Why have approaches to history changed in different eras?

The historiographical skills are to be integrated with the case study.
History project

Students will undertake an individual investigation into an area of historical and/or historiographical interpretation. The historiographical skills are to be integrated with the History project.
Safety and risk management

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.

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

Students must meet the eligibility requirements to do this course and complete an eligibility check prior to commencement of the course and all eligibility forms must be completed by 23 September 2026.

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

Students must meet the eligibility requirements to do this course.

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

Eligibility: Strict eligibility rules apply to the study of this subject. Students must meet the eligibility requirements to do this course and complete an eligibility check prior to commencement of the course and all eligibility forms must be completed by 23 September 2026.

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.

Year 11 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.

Year 12 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

Students must meet the eligibility requirements to do this course.

Legal Studies **New Syllabus 2027**

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

Board Developed Course

Exclusions

- Law and the Community Life Skills (Year 11, 2 units): 16675
- Human Society and its Environment Life Skills (Year 11, 2 units): 16699*

The *Legal Studies 11–12 Syllabus* enables students to develop knowledge and understanding of the domestic and international legal systems and how they have been shaped over time. Students investigate the key features of the law and understand how the law interacts with aspects of society.

What students learn

Through the study of Legal Studies 11–12, students:

- develop an understanding of the foundations of law, the criminal justice system, and international relations and human rights
- explore the role of the law in society and how laws are made and changed
- develop an understanding of how the law operates in practice
- develop skills in analysis and reasoning to make judgements about the extent to which the law achieves justice for individuals, groups and society
- construct reasoned arguments supported by a range of evidence.

Year 11 course structure and requirements

The Year 11 Legal Studies course comprises a study of:

- 120 indicative hours across 4 focus areas.

Students are required to study all 4 focus areas of the course.

Year 11 focus areas	Indicative hours
Investigating the law	40
Disputes under the law	25
Changing the law	25
Experiences with the law	30

Changing the law

In this focus area, students examine TWO case studies of law reform:

- the recognition of land rights in NSW and native title for Aboriginal and Torres Strait Islander Peoples

- ONE other case study of law reform selected from NSW or the federal level.

Both case studies will draw on the following elements in the process of law reform in NSW and Australia:

- reasons for change
- drivers of change
- processes of change
- outcomes of change.

Case studies must not overlap with or duplicate significantly any content to be attempted in the Year 12 Legal Studies course.

Experiences with the law

In this focus area, students examine TWO case studies of groups that have experience with the law:

- young people
- ONE other group must be selected from:
 - Aboriginal and/or Torres Strait Islander Peoples
 - asylum seekers, refugees or migrants
 - LGBTQIA+ people
 - older people
 - people experiencing climate injustice
 - people experiencing economic disadvantage
 - people experiencing issues of equity, discrimination or power imbalance
 - people living in rural, regional or remote Australia
 - people who are culturally and linguistically diverse
 - people with disability
 - people with a mental health condition.

Both case studies must examine:

- the nature of the group's experience with the law
- ways to access justice
- the responsiveness of the law.

Case studies must not overlap with or duplicate significantly any content to be attempted in the Year 12 Legal Studies course.

Year 12 course structure and requirements

The Year 12 Legal Studies course comprises a study of:

- 120 indicative hours across 3 focus areas
- TWO options.

Year 12 focus areas	Indicative hours
The criminal justice system (core)	30
International relations and human rights (core)	30
Options	60

Options

Students must study TWO options from:

- Consumer law
- Family law
- Housing law
- Peace, conflict and the law
- Workplace law.

Legal themes and skills

The Legal themes and skills offer insight into the nature of the legal system and allow students to engage in the analysis and judgement of the effectiveness of the law in achieving justice. The Legal themes and skills are to be integrated throughout the course.

Case studies and the use of evidence

The *Legal Studies 11–12 Syllabus* embeds the use of case studies throughout course content. The use of a case study allows students to deepen their understanding of legal concepts and apply their knowledge to different situations.

A case study refers to a real-world example that illustrates a course concept, a specific legal matter, a court decision or the use of legislation. Case studies offer opportunities for students to examine the application and impact of the law. They can be used to explore, compare and contextualise legal concepts. The syllabus specifies in which areas case studies are to be used.

Across Years 11 and 12, the selection of case studies must include a range of examples that are:

- recent and significant
- from Aboriginal and/or Torres Strait Islander experiences
- a mixture of Australian and international.

The *Legal Studies 11–12 Syllabus* requires students to incorporate a wide range of evidence to inform their understanding and support their judgements. This evidence includes legislation, cases, media, international instruments, documents, expert opinions and statistics.

Modern History **New Syllabus 2027**

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

Board Developed Course

Exclusions:

- Modern History Life Skills (Year 11, 2 units): 17700
- Human Society and its Environment Life Skills (Year 11, 2 units): 16699*

Modern History 11–12 focuses on developing student understanding about the history of the world in which they live, and the people, events and forces that have shaped it. The course offers students opportunities to engage with sources from the past, developing their analysis and reasoning skills.

What students learn

Through the study of Modern History 11–12, students learn to:

- develop an understanding of historical causation and the ways in which human societies have changed over time
- develop an understanding of the variety of perspectives that have been and are held about the past
- develop skills in analysis and reasoning to make judgements about the significance of various people and events in the past and form their own conclusions about the nature of historical development
- construct logical and cogent historical arguments about the past, supported by evidence.

Year 11 course structure and requirements

The Year 11 Modern History course comprises a study of:

- 120 indicative hours across 3 focus areas.

Year 11 focus areas	Indicative hours
Investigating modern history <ul style="list-style-type: none"> • The nature of modern history • Case studies <p>Each case study should be a minimum of 10 indicative hours.</p>	60
The shaping of the modern world	40 (minimum)
Historical investigation	20 (maximum)

Content may be integrated across the 3 focus areas of the course in the development of a teaching and learning program.

Investigating modern history

- The nature of modern history
- Case studies

Students undertake:

- at least ONE option from The nature of modern history, AND
- at least TWO case studies
- ONE case study must be from Europe, North America or Australia
- ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

The list in the Investigating modern history – Case studies focus area of this syllabus provides case study options teachers may use.

Case studies are investigations into historical features, people, groups, events or concepts in modern history. They are oriented towards the problems and issues of investigating the past.

Case studies in the Year 11 course are intended to provide students with opportunities to:

- study the various ways historians investigate and construct the past, the types of questions they ask, the explanations they give and the issues they raise
- question, analyse and interpret sources.

Case studies can provide a historical context in which students learn about relevant methods and issues.

Teachers may develop their own case studies. Case studies must not overlap with or duplicate significantly any option to be attempted in the Year 12 Modern History or History Extension courses.

The shaping of the modern world

Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.

At least ONE option from The shaping of the modern world focus area is to be undertaken.

Options selected must not overlap with or duplicate significantly any option to be attempted in the Year 12 Modern History or History Extension courses.

Historical investigation

The Historical investigation is designed to further develop relevant investigative, research and communication skills. The investigation may be undertaken as a standalone study or integrated into any other focus area in the Year 11 course. The investigation should extend a particular area of individual student or group interest. It may be conducted individually or collaboratively.

The investigation must not overlap with or duplicate significantly any option to be attempted in the Year 12 Modern History or History Extension courses.

Historical concepts and skills

The historical concepts and skills content is to be integrated throughout the course. The various studies and options provide the contexts through which concepts and skills are to be developed. These help guide students when engaging in historical analysis and argument.

Year 12 course structure and requirements

The Year 12 Modern History course comprises a study of:

- 120 indicative hours across 4 focus areas.

Year 12 focus areas	Indicative hours
Core study: Democracy and dictatorship 1919–1939	30
National studies	30
Peace and conflict	30
Change in the modern world	30

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

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

The course comprises a study of:

- Core study: Democracy and dictatorship 1919–1939
- ONE National studies option
- ONE Peace and conflict option
- ONE Change in the modern world option.

Students are required to study at least ONE non-European/Western option, selected from the following list.

Focus areas	Non-European/Western options
Core study: Democracy and dictatorship 1919–1939	N/A
National studies	China 1927–1949
	Cuba 1940–1991
	Indonesia 1945–2004
	Iran 1945–1989
	Japan 1904–1937

Peace and conflict	Conflict in the Pacific 1937–1951
	The Arab–Israeli conflict 1948–2000
	Conflict in Vietnam, Cambodia and Laos 1954–1976
	Conflict in the Gulf 1980–2017

Change in the modern world	The Anti-Apartheid Movement in South Africa 1948–1994
	The struggle for democracy in Burma 1948–2021
	From the Cultural Revolution to Tiananmen Square 1966–1989

Options in the Year 12 course contain a Context content group. This content group should be taught in a maximum of 3 hours.

Historical concepts and skills

The historical concepts and skills content is to be integrated throughout the course. The options provide the contexts through which concepts and skills are to be developed. These help guide students when engaging in historical analysis and argument.

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.

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

Students must meet the eligibility requirements to do this course and complete an eligibility check prior to commencement of the course and all eligibility forms must be completed by 23 September 2026.

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.

Year 11 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.

Year 12 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

Students must meet the eligibility requirements to do this course.

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.

Year 12 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.

Mathematics Courses

Mathematics is an elective subject and is not compulsory in Stage 6

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

Mathematics Standard 11–12 focuses on enabling students to use mathematics to make informed decisions in their daily lives. Students develop understanding and competence through real-world applications of mathematics.

Mathematics Standard 2 provides a pathway for students to extend their mathematical thinking by examining more complex content, and through applications and modelling.

Through the study of Mathematics Standard 2, students:

- develop their knowledge, understanding and skills in Working mathematically and in communicating concisely and systematically
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling and use these models to solve problems related to their present and future needs
- develop an understanding of, and skills in, further aspects of mathematics for concurrent HSC studies
- gain an appropriate mathematical background for a wide range of educational and employment aspirations.

Content

Year 11

Area of Study: Algebra

- Formulae and Equations.
- Linear Relationships.

Area of Study: Financial Mathematics.

- Earning money
- Managing money

Area of Study: Measurement.

- Applications of Measurement.
- Time and location

Area of Study: Networks

- Networks, paths and trees

Area of Study: Statistics

- Data Analysis.

Year 12

Area of Study: Algebra

- Algebraic relationships

Area of Study: Financial Mathematics.

- Investment and loans
- Annuities

Area of Study: Measurement.

- Trigonometry
- Ratios and rates

Area of Study: Networks

- Network flow
- Critical path analysis

Area of Study: Statistics

- Bivariate data analysis
- Relative frequency and probability
- The normal distribution

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 Pathway to Advanced content and achieved these outcomes.

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

Course Description

Mathematics Advanced focuses on mathematical ways of viewing the world to investigate concepts, such as order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to explore mathematical problems through observation, reflection and reasoning.

Through the study of Mathematics Advanced, students will:

- develop knowledge, understanding and skills in Working mathematically and communicating concisely and precisely
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling
- gain an appropriate mathematical background for future pathways which involve mathematics and its applications at the tertiary level.

Content

Year 11

Area of Study: Functions

- Working with Functions.
- Graph transformations

Area of Study: Trigonometric Functions

- Trigonometry and Measure of Angles.
- Trigonometric identities and equations.

Area of Study: Calculus

- Introduction to Differentiation.

Area of Study: Exponential and Logarithmic Functions.

- Exponential and logarithmic functions

Area of Study: Statistical Analysis.

- Probability and data

Year 12

Area of Study: Functions

- Further graph transformations and modelling

Area of Study: Calculus

- Differential calculus
- Integral calculus
- Applications of calculus

Area of Study: Sequences and series

- Sequences and series.

Area of Study: Statistical Analysis.

- Random variables

Area of Study: Financial mathematics.

- Financial mathematics

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

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

Mathematics Extension 1 focuses on the development of students' mathematical arguments and proofs, and use of mathematical models. The course allows students to develop a thorough knowledge and understanding of and competence in further aspects of mathematics as an extension of the Mathematics Advanced 11–12 course.

Through the study of Mathematics Extension 1, students:

- develop thorough knowledge, understanding and skills in Working mathematically and in communicating concisely and precisely
- develop rigorous mathematical arguments and proofs, and use mathematical models extensively
- develop awareness of the interconnected nature of mathematics, its beauty and its functionality
- gain an appropriate mathematical background for future pathways that may involve mathematics and its applications.

Content

Year 11

Area of Study: Functions

- Further Work with Functions.
- Polynomials.

Area of Study: Trigonometric Functions

- Further Trigonometric

Area of Study: Combinatorics

- Permutations and combinations
- The binomial theorem

Year 12

Area of Study: Proof

- Proof by Mathematical Induction.

Area of Study: Vectors

- Introduction to vectors

Area of Study: Trigonometric Functions

- Inverse trigonometric functions

Area of Study: Further Calculus

- Further Calculus Skills.
- Further applications of Calculus.

Area of Study: Statistical Analysis

- The binomial distribution and sampling distribution of the mean

Mathematics Extension 2 – Year 12 Only

2 Units Of Study In Year 12 (HSC)

Board Developed Course

Prerequisites: Students studying the Mathematics Extension 2 Year 12 course must:

- have studied the Mathematics Advanced and the Mathematics Extension 1 Year 11 courses
- study the Mathematics Advanced Year 12 and Mathematics Extension 1 Year 12 courses concurrently with Mathematics Extension 2 Year 12.

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

Mathematics Extension 2 focuses on key ideas of algebra and calculus and appreciation of mathematical invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not covered in Mathematics Advanced and Mathematics Extension 1.

Through the study of Mathematics Extension 2, students will:

- develop strong knowledge, understanding and skills in Working mathematically and in communicating concisely and precisely
- acquire knowledge, understanding and skills in relation to mathematical concepts that have applications in an increasing number of contexts
- gain an appropriate mathematical background for future pathways which are founded in mathematics and its applications.

Content

Area of Study: Proof

- The Nature of Proof

Area of Study: Vectors

- Further Work with Vectors

Area of Study: Complex Numbers

- Introduction to Complex Numbers

Area of Study: Calculus

- Further Integration

Area of Study: 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

Music

Music 1 -New Syllabus 2027

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

Board Developed Course

Exclusions: Music 2, Music Extension (Year 12, 1 unit): 15311, Music Life Skills (Year 12, 2 units): 17720, Creative Arts Life Skills (Year 12, 2 units): 16650 - if Music Life Skills taken as part of the course

The Music 1 11–12 Syllabus provides students with the opportunity to perform, listen, analyse and respond, and create and compose music through diverse repertoire. Students develop knowledge of Music context and Music language to evaluate and interpret music, and develop their creative practice to perform, create, explore and shape musical ideas with expressive intent.

What students learn

Through the study of Music 1 11–12, students develop aural skills and their understanding of Music context and Music language to build the knowledge, understanding and skills needed to engage with music, explore creative practice and communicate musical ideas across a diverse range of styles and traditions.

Through Music 1, students:

- perform repertoire with stylistic awareness, exploring different approaches and techniques to communicate expressive intent
- listen to, analyse and respond to music from varied cultural, historical and social contexts to investigate how style, convention and context shape meaning
- create and compose music by experimenting with varied approaches, technologies and media to generate and shape musical ideas with expressive intent and purpose.

Year 11 course structure and requirements

The Year 11 Music 1 course comprises a study of:

- 120 indicative hours across 3 focus areas.

Year 11 focus areas	Indicative hours
Contexts of music	40
Creative practice	40
Music in focus	40

Year 12 course structure and requirements

The Year 12 Music 1 course comprises a study of:

- 120 indicative hours across 3 focus areas.

Year 12 focus areas	Indicative hours
Music of the last 25 years (Australian focus)	40

Music across cultures, traditions and time	40
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Music for screen, stage and story	40
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Music across cultures, traditions and time

Students explore how music reflects and communicates cultural, historical and regional identities in ONE chosen context from the list below:

- Music of a style
- Music of a region
- Music of a culture
- Music of a tradition
- Music of a religion
- Music of a historical period.

Music for screen, stage and story

Students explore how music serves a specific purpose within artistic, social or communicative contexts in ONE chosen style from the list below:

- Music for visual media
- Music for theatre
- Music for dance
- Music for entertainment
- Music for ritual and ceremony
- Music for communication and storytelling.

Music context and Music language

The content of the Music 1 11–12 Syllabus is based on students developing their understanding of Music context and Music language through the study of selected repertoire in each focus area.

Music context and Music language is central to students' understanding of how musical meaning is interpreted and communicated. The content extends from the Elements of music in the Music 7–10 Syllabus (2024) and supports students to analyse and interpret music, code sound, decode notational languages, and communicate musical ideas through performance and composition, across a range of contexts.

Music context and Music language is integrated as appropriate throughout each focus area across Year 11 and 12.

Music context relates to the knowledge of:

- style
- genre
- conventions.

Music language includes:

- Theoretical language, which underpins compositional devices, techniques and processes
- Compositional language, which includes the techniques, methods or tools used by composers and performers to construct, develop and shape musical ideas
- Notational language, which refers to symbols and signs used to represent or document music.

For some students, engagement with performing, listening, analysing and responding, and creating and composing may include the use of assistive technologies.

Repertoire requirements

Engaging with repertoire is central to study of the Music 1 11–12 Syllabus. Repertoire refers to a body of music and is not limited to a single piece of music. Well-chosen repertoire enables students to enhance their knowledge, understanding and experience of music.

Across Year 11 and Year 12, the selection of repertoire must include:

- music of Aboriginal and Torres Strait Islander Peoples
- music of contemporary popular styles
- Western art music
- jazz
- music of global music culture

- electronic music
- a range of vocal, instrumental, solo and ensemble music.

It is not necessary to study all movements of a multi-movement work.

Aboriginal and Torres Strait Islander Cultural and creative Practices in Music 1

Across Years 11 and 12, students engage with repertoire reflecting a broad range of musical styles including the music of Aboriginal and Torres Strait Islander Peoples. This content supports students to engage with Aboriginal and Torres Strait Islander histories, Cultures and perspectives.

The study of pieces of music or musical works composed and/or performed by Aboriginal and Torres Strait Islander Peoples should consider the following.

Cultural context and connection to Country or Place

- Students explore how music demonstrates understanding of Country, Place and Languages for Aboriginal and Torres Strait Islander Peoples.
- Students explore the diversity of Country, Place and Languages for Aboriginal and Torres Strait Islander Peoples.
- Students investigate how Aboriginal and Torres Strait Islander Peoples use songs to navigate and connect with Country, Place and Languages.
- Students explore the use of Aboriginal and Torres Strait Islander Languages in contemporary music.

Historical and political perspectives

- Students examine the music, history and Culture of local Aboriginal Communities.
- Students explore how music responds to historical experiences. They consider how works by Aboriginal and Torres Strait Islander Peoples reflect historical and social change and invite reflection on Cultural identity, resilience and continuity.

Social and Cultural dialogue

- Students reflect on how Aboriginal and Torres Strait Islander music contributes to broader social and Cultural conversations. They consider the role of music in truth-telling and promoting understanding across communities.

Ethical and respectful engagement

- Students demonstrate ethical responsibilities surrounding Indigenous Cultural and Intellectual Property (ICIP) in the creation, performance and distribution of musical works including [Aboriginal and Torres Strait Islander principles and protocols](#).
- Students engage with the performance of music created or inspired by Aboriginal and Torres Strait Islander Peoples, while observing Cultural protocols and recognising its connection with Country, Place and Languages.

Intercultural collaboration

- Students consider how Aboriginal and Torres Strait Islander practitioners collaborate with other practitioners. They consider how these works navigate issues of representation, authorship and Cultural safety.
- Students analyse and discuss works that reflect stories and Knowledge transmission from Aboriginal and Torres Strait Islander Peoples.

Contemporary expressions and innovation

- Students explore how contemporary Aboriginal and Torres Strait Islander practitioners adapt traditional Practices into new forms, technologies and performance contexts.

Composition log

Documenting ideas, reflections and refinements supports the development of students' knowledge, understanding and skills as composers. They learn from their reflections on the development of their piece to gain insight into the composition process.

In the Year 12 course, students are required to document the development of their composition including:

- research, planning and structural directions
- experimentation and reflection on a range of approaches to the creation of new musical ideas
- the application of and resolution of creative risk
- exploration, use and critical evaluation of Compositional language to realise musical intent
- the relationship between their compositional decisions and the audio submission.

Additional Course Levy will apply

Music 2 - students who are eligible to do Music 2 will be invited to join this course

Personal Development, Health And Physical Education

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

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

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) - Year 11 only

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 Receptions 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 Faculty Courses

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

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

Agriculture

Please note that Agriculture is not considered as a Science subject in regards to Science Patterns of Study

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

Board Developed Course

Course description

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Content

Year 11 Course

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

Year 12 Course

Core (80%)

- Plant/Animal Production (50%)
- Farm Product Study (30%)

Elective (20%)

Choose ONE of the following electives to study:

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

Course Requirements

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

Biology **New Syllabus 2027**

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

Board Developed Course

Exclusions: Biology Life Skills (Year 11, 2 units): 16666

The *Biology 11–12 Syllabus* provides students with the opportunity to analyse, study and enjoy an understanding of the biological world around us. Students build on their learning from the *Science 7–10 Syllabus (2023)* as they investigate phenomena, make predictions and solve problems related to health, sustainability and biotechnology. Students generate and analyse data and evaluate results to make ethical, evidence-based decisions as informed, reflective and scientifically literate citizens.

What students learn

Through the study of Biology 11–12, students:

- develop knowledge and understanding of the complex interactions between living things and how human actions can affect the environment
- apply their knowledge of biology to investigate phenomena, make predictions, address real-world problems and explore the impact of science on society
- explore how Aboriginal and Torres Strait Islander Peoples' ways of Knowing, Being and Doing enhance and provide social and Cultural context to the study of biology
- develop critical thinking, ethical decision-making and problem-solving skills.

Year 11 course structure and requirements

The Year 11 Biology course comprises a study of:

- 120 indicative hours across 3 focus areas, including 10 hours of depth studies
- integrated Working scientifically outcomes and content
- one fieldwork exercise.

Students are required to study all components of the course.

Year 11 focus areas	Indicative hours
Cells as the basis of life	40
Cells to systems	40
Evolution and ecosystems	40

Year 12 course structure and requirements

The Year 12 Biology course comprises a study of:

- 120 indicative hours across 4 focus areas, including 10 hours of depth studies
- integrated Working scientifically outcomes and content.

Students are required to study all components of the course.

Year 12 focus areas	Indicative hours
Heredity	30
Diseases	30
Biodiversity	30
Biotechnology	30

Working scientifically

The Working scientifically outcomes and content are integral to the study of Biology 11–12. The Working scientifically outcomes address:

- questioning and predicting
- planning scientific investigations
- conducting scientific investigations
- processing data and information
- analysing data and information
- problem-solving
- communicating.

Teachers must integrate relevant Working scientifically outcomes and content with each focus area. All the Working scientifically outcomes and content must be addressed by the end of Year 12.

Scientific investigations

Each focus area in the Biology 11–12 Syllabus includes content points that contain scientific investigations. These content points include practical investigations and secondary-source investigations and are conducted individually and collaboratively.

Practical investigations include:

- laboratory experiments
- computer simulations, modelling, processing and analysing primary data, and using appropriate digital technologies
- fieldwork.

Secondary-source investigations include:

- extracting, analysing and using data and information from secondary sources
- reorganising and communicating secondary-source data and information in the form of flow charts, tables, graphs, diagrams, written documents, keys, spreadsheets or databases
- using existing models to inform understanding.

Depth studies

Depth studies are targeted scientific investigations in which students deepen their understanding of course content through the application of Working scientifically knowledge. They provide opportunities for students to pursue their interests and deepen their scientific understanding of one or more focus areas.

- 10 hours of depth studies are undertaken as part of course requirements.
- At least ONE depth study must be completed in both Year 11 and Year 12.
- The depth study must include Working scientifically content from Questioning and predicting in addition to content from at least ONE other focus area.
- Depth studies may be completed individually or collaboratively.

Fieldwork

Fieldwork provides students with the opportunity to develop and apply the Working scientifically outcomes and content outside the classroom. Fieldwork can be undertaken within the school grounds, around local neighbouring areas or at more distant locations.

- The completion of a minimum of one fieldwork exercise in Year 11 forms part of the indicative hours of the course.
- Fieldwork must be integrated with one or more of the following focus areas: Cells as the basis of life, Cells to systems and Evolution and ecosystems.
- Fieldwork may be integrated with the Year 11 depth study.

When conducting fieldwork, there are ethical issues to consider such as the effect on environments, implications for plants and animals, or intellectual property where fieldwork involves Aboriginal and/or Torres Strait Islander Peoples.

Teachers and students should follow the NESA [Aboriginal and Torres Strait Islander principles and protocols](#). Teachers should consult their local Aboriginal Community for direction and guidance.

If fieldwork is proposed for Aboriginal sites or Aboriginal and/or Torres Strait Islander Peoples, the protocols of Indigenous Cultural and Intellectual Property (ICIP) must be followed.

Students should be familiar with a range of Cultural protocols for working with Aboriginal Communities and ensure appropriate consultation with local Communities. For more information, refer to the NESA [Working with Aboriginal Communities](#) document.

It is the responsibility of the school to perform appropriate risk assessments and ensure duty of care is maintained for the health and safety of students undertaking off-site fieldwork activities.

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 Course

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 Course

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.

Please note that Engineering Studies is not considered as a Science subject in regards to Science Patterns of Study

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.

Year 12 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 **New Syllabus 2027**

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

Board Developed Course

Exclusions: Physical World Science Life Skills (Year 11, 2 units): 16667

The Physics 11–12 Syllabus provides students with the opportunity to analyse, study and enjoy an understanding of the physical world around us. Students build on their learning from the Science 7–10 Syllabus (2023) as they investigate phenomena, make predictions and solve problems related to emerging technologies, energy systems and scientific innovation. Students generate and analyse data and evaluate results to make ethical, evidence-based decisions as informed, reflective and scientifically literate citizens.

What students learn

Through the study of Physics 11–12, students:

- develop knowledge and understanding of the complexity of the physical world and the Universe and how they work
- explore how Aboriginal and Torres Strait Islander Peoples' ways of Knowing, Being and Doing enhance and provide social and Cultural context to the study of physics
- apply their knowledge of physics to address real-world problems and explore the impact of physics on society
- develop critical thinking, ethical decision-making and problem-solving skills.

Year 11 course structure and requirements

The Year 11 Physics course comprises a study of:

- 120 indicative hours across 3 focus areas, including 10 hours of depth studies
- integrated Working scientifically outcomes and content.

Students are required to study all components of the course.

Year 11 focus areas	Indicative hours
Fundamentals of mechanics	50
Waves	35
Electricity and magnetism	35

Year 12 course structure and requirements

The Year 12 Physics course comprises a study of:

- 120 indicative hours across 4 focus areas, including 10 hours of depth studies
- integrated Working scientifically outcomes and content.

Students are required to study all components of the course.

Year 12 focus areas	Indicative hours
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Advanced mechanics	30
Electromagnetism	30
Nature of light	30
Matter, energy and the cosmos	30

Working scientifically

The Working scientifically outcomes and content are integral to the study of Physics 11–12. The Working scientifically outcomes address:

- questioning and predicting
- planning scientific investigations
- conducting scientific investigations
- processing data and information
- analysing data and information
- problem-solving
- communicating.

Teachers must integrate relevant Working scientifically outcomes and content with each focus area. All the Working scientifically outcomes and content must be addressed by the end of Year 12.

Scientific investigations

Each focus area in the Physics 11–12 Syllabus includes content points that contain scientific investigations. These content points include practical investigations and secondary-source investigations and are conducted individually and collaboratively.

Practical investigations include:

- laboratory experiments
- computer simulations; modelling, processing and analysing primary data, and using appropriate digital technologies
- fieldwork.

Secondary-source investigations include:

- extracting, analysing and using data and information from secondary sources
- reorganising and communicating secondary-source data and information in the form of flow charts, tables, graphs, diagrams, written documents, keys, spreadsheets or databases
- using existing models to inform understanding.

Some students with disability may require [adjustments](#) to conduct scientific investigations.

Depth studies

Depth studies are targeted scientific investigations in which students deepen their understanding of course content through the application of Working scientifically knowledge. They provide opportunities for students to pursue their interests and deepen their scientific understanding of one or more focus areas.

- 10 hours of depth studies are undertaken as part of course requirements.
- At least ONE depth study must be completed in both Year 11 and Year 12.
- The depth study must include Working scientifically content from Questioning and predicting in addition to content from at least ONE other focus area.
- Depth studies may be completed individually or collaboratively.

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 - Year 11 only

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

Please note that Marine Studies is not considered as a Science subject in regards to Science Patterns of Study

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.

Theatre and Dance

Dance -**New Syllabus 2027**

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.

The *Dance 11–12 Syllabus* provides students with the opportunity to perform, choreograph, research and analyse dance works that communicate and inform life experiences through abstract symbolic movement.

What students learn

Students develop the knowledge, understanding and skills to communicate ideas through performance, choreography and appreciation as the central artistic practices of Dance.

- Through performance, students adapt and apply dance technique to perform dance works in different styles and contexts.
- Through choreography, students create abstract symbolic movements in response to a context and a stimulus that are structured and refined to communicate their intent.
- Through appreciation, students explore dance as an art form, and in cultural, social and personal contexts and they analyse and make judgements about dance works.

Year 11 course structure and requirements

The Year 11 Dance course comprises a study of:

- 120 indicative hours across 3 focus areas.

Year 11 focus areas	Indicative hours
Performance	40
Choreography	40
Appreciation	40

Appreciation

Students are required to study an Aboriginal and/or Torres Strait Islander dance work and a work by an international choreographer.

Year 12 course structure and requirements

The Year 12 Dance course comprises a study of:

- 120 indicative hours across 3 focus areas.

Year 12 focus areas	Indicative hours
Performance	40
Choreography	40
Appreciation	40

Performance

Students will perform two contrasting solo dance works demonstrating the context and synthesis of the components of performance and communication of the intent.

The two solo dance works must be contrasting in the use of components of performance.

The dance works are to be developed from classwork and during class time.

Choreography

Students will choreograph a solo dance work to be performed by themselves or by another student from the school. They will draw on their research of a prescribed practitioner from the HSC Dance prescriptions as stimulus for the choreographed dance work.

Simple props and costumes that are integral to the Choreography are permitted.

Appreciation

Students will study the prescribed dance work from the HSC Dance prescriptions, focusing on an analysis of context and the components of appreciation.

Students will research ONE prescribed practitioner from the HSC Dance prescriptions, their context and body of work.

The [**HSC Dance prescriptions 2028–2031**](#) provide essential information for HSC study for the *Dance 11–12 Syllabus*.

Drama - **New Syllabus 2027**

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.

The Drama 11–12 Syllabus provides opportunities for students to become informed dramatic practitioners through the central and interrelated practices of making, performing and critically reflecting. Students explore dramatic contexts, elements and processes, building their knowledge of dramatic conventions, forms and styles to extend and enrich their own creative and critical works.

What students learn

Students develop the knowledge, understanding and skills to communicate their ideas through the interrelated practices of drama: making, performing and critically reflecting.

- Through making, students workshop and create ideas, images and stories through enquiry, research, embodiment and experimentation, shaping concepts with dramatic contexts, processes and elements.
- Through performing, students refine skills and apply dramatic elements and conventions to stage and perform works to create experiences that communicate concepts and vision that engage audiences in different contexts.
- Through critically reflecting, students analyse dramatic works and experiences through processes, contexts and elements to understand how creative intent and vision are shaped in their own works and the works of others.

Year 11 course structure and requirements

The Year 11 Drama course comprises a study of:

- 120 indicative hours across 3 focus areas.

Year 11 focus areas	Indicative hours
Forms and styles	40
Improvising and devising	40
Scripts in practice	40

Drama is created through the interrelated practices of making, performing and critically reflecting. In the Drama 11–12 Syllabus, content of these interrelated practices is designed to be taught in an integrated program of study to support student learning and artistic development.

Year 12 course structure and requirements

The Year 12 Drama course comprises a study of:

- 120 indicative hours across 3 focus areas.

Year 12 focus areas	Indicative hours
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Australian drama and theatre	40
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Approaches to drama and theatre	40
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Individual project	40

Australian drama and theatre

Students explore how Australian practitioners use dramatic forms, styles and conventions to convey ideas and perspectives through the study of TWO prescribed Australian dramatic works.

Approaches to drama and theatre

Students collaboratively devise ONE ensemble performance which draws on the approaches of ONE prescribed practitioner as inspiration.

Individual project

Students initiate, structure and shape an individual project in ONE of the following dramatic forms:

- design (costume OR promotion OR set)
- director's folio
- performance
- scriptwriting
- short film.

Drama is created through the interrelated practices of making, performing and critically reflecting. In the Drama 11–12 Syllabus content of these interrelated practices is designed to be taught in an integrated program to support student learning and artistic development.

Requirements for the study of dramatic works

The study of dramatic works in Drama 11–12 Syllabus enhances students' knowledge, understanding and skills, broadening their perspective and enriching their dramatic expression.

Across Year 11 and Year 12, the study of dramatic works must give students experience of:

- a range of forms, styles and conventions specific to purpose and audience
- Aboriginal and Torres Strait Islander dramatic practitioners and works
- diverse artistic, cultural, social and personal contexts
- live and recorded productions.
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Aboriginal and Torres Strait Islander Cultural and creative Practices in Drama

Across Year 11 and Year 12, students engage with drama from a broad range of conventions, forms and styles, including Aboriginal and Torres Strait Islander dramatic practitioners and works. This content supports students to engage with Aboriginal and Torres Strait Islander histories, Cultures and perspectives.

The study of works by Aboriginal and Torres Strait Islander Peoples should consider the following:

Cultural context and connection to Country or Place

- Students explore how dramatic works reflect relationships to Country or Place, kinship systems and Community values. These connections shape creative choices and guide how meaning is made through dramatic conventions, forms and styles.

Historical and political perspectives

- Students explore how dramatic works respond to historical experiences. They consider how works by Aboriginal and Torres Strait Islander Peoples reflect historical and social change and invite reflection on Cultural identity, resilience and continuity.

Representation, identity and voice

- Students explore how Aboriginal and Torres Strait Islander practitioners express identity and share perspectives through drama. They consider the importance of self-representation and how dramatic works challenge stereotypes and offer alternate viewpoints.

Creative and collaborative processes

- Students investigate how dramatic elements are used in ways that reflect Cultural Practices and collective Story telling. They consider the role of collaboration, consultation and Community involvement in the creation and performance of works.

Ethical and respectful engagement

- Students engage with Aboriginal and Torres Strait Islander works in ways that respect Cultural protocols and integrity. This includes understanding the importance of permissions, Cultural ownership, Indigenous Cultural and Intellectual Property (ICIP) and respectful representation when studying or performing these works.

Social and Cultural dialogue

- Students reflect on how Aboriginal and Torres Strait Islander drama contributes to broader social and Cultural conversations. They consider the role of performance in truth-telling and promoting understanding across communities.

Language and Story sharing

- Students explore the role of language in dramatic works, including Aboriginal and Torres Strait Islander Languages and their role in shaping voice, identity and meaning. They consider how language is used, reflecting on how meaning and Cultural authority are embedded in language.

Intercultural collaboration

- Students consider how Aboriginal and Torres Strait Islander practitioners collaborate with other practitioners. They consider how these works navigate issues of representation, authorship and Cultural safety.

Contemporary expressions and innovation

- Students explore how contemporary Aboriginal and Torres Strait Islander practitioners adapt traditional Practices into new forms, technologies and performance contexts.

Audience and reception

- Students reflect on how Aboriginal and Torres Strait Islander works are received by diverse audiences and how these impact meaning-making.

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Documenting dramatic processes

Documenting the development of creative and critical ideas in Drama 11–12 supports students to develop, refine and shape dramatic works. Through documentation, students strengthen their aesthetic knowledge and understanding, supporting their growth as dramatic practitioners. In the Year 12 course, students are required to document the development of their ensemble performance and Individual project including:

- development of creative intent through research, planning, reflection, decisions and judgements
- development of ideas, concepts and directorial vision
- application of dramatic processes and elements in different dramatic contexts
- experimentation with dramatic form, style and meaning
- exploration of how dramatic meaning can be communicated for an audience
- refinement of creative decisions.

Students must clearly cite all sources used in the development of their ensemble performance and individual project, including processes, products, applications, software and print references. They must also document all matters that arise, including Indigenous Cultural Intellectual Property (ICIP) protocols. The material and acknowledgements must comply with the requirements outlined in [ACE 10.2 All My Own Work](#).

Vocational Education And Training (VET) Courses

Hospitality – Cookery - HSC Kitchen Operations and Cookery Stream

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



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. NESA 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 please [see here](#).

*For students considering a School-Based Apprenticeship or Traineeship (SBAT), please note that under NSW requirements, the **employer must be based in New South Wales**. This is an important consideration for our school community given our proximity to the Queensland border.*

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).

TVET courses are delivered through TAFE across a range of Northern NSW campuses, with Kingscliff being the most common study location. Depending on the course, attendance may also be required at Murwillumbah or Wollongbar. Classes may be scheduled as a morning, afternoon, or full-day session.

- A free bus service during school hours from the Mahers Lane Campus to Kingscliff TAFE
- Lindisfarne provides a 20% subsidy for one TAFE/TVET course for each year of course delivery. However, if a student does not successfully complete the course or withdraws from Lindisfarne during the study year, a portion of the subsidised amount will be charged back to parents.
- 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.

Distance Education

Students can study languages not offered by Lindisfarne by Distance Education

Please note that an additional cost of \$800 per year will apply and applications must be completed by September 2026 including all eligibility requirements.



LINDISFARNE

Anglican Grammar School

Luceat Lux Vestra — Let Your Light Shine

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