

Subject Selection

Stage 6: Years 11 and 12

Higher School Certificate 2027



Message from the Principal

Dear HSC Class of 2027

As you step into the final stage of your school journey at Shellharbour Anglican College, you are entering a season of purposeful learning, where your choices, efforts, and attitude will shape the future that lies ahead. The next two years will bring both exciting opportunities and meaningful challenges, and we are here to walk alongside you every step of the way.

This *Guide to the Year 11 and Year 12 HSC Courses* has been prepared to help you and your families make informed, confident decisions about your senior years. It provides an overview of the HSC and the wide range of subjects available. As you consider your options, we encourage you to think deeply about your interests, your God-given strengths, and the goals you hope to pursue. Select a path that challenges and inspires you and be ready to commit to it with energy and focus.



At Shellharbour Anglican College, we believe that students thrive when their learning is both intentional and aligned with who they are becoming. Our staff are here to guide you in that journey. Please seek their wisdom as you discern the best course of action for your future.

Most importantly, we invite you to approach this time prayerfully. As a Christ-centred College, we believe God has a plan for your life, one filled with purpose and promise. Trust in His guidance and lean into the courage and faith that will sustain you through both triumphs and trials.

As you move forward, may you lead with integrity, serve with humility, and continue to grow in character and knowledge. Be assured of our prayers, support, and belief in you.

Mrs Megan Hastie
Principal

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ELIGIBILITY FOR THE HSC

To be eligible for the award of the Higher School Certificate a student needs to:

- be enrolled in a NSW school, or a registered and accredited non-government school, or a TAFE institute;
- study a permitted combination of courses for Preliminary and HSC Courses;
- complete the requirements for each subject, including necessary oral, practical or project work;
- complete the internal assessment programs in each Preliminary and HSC Course; and
- sit for and make a genuine attempt at the Higher School Certificate examinations.

HSC MINIMUM STANDARDS

Students expecting to attain their Higher School Certificate in 2027 will need to meet a minimum standard of literacy and numeracy to qualify.

- 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 and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

Year 10 students who do not demonstrate the HSC Minimum Standard in Reading, Writing and Numeracy in 2025 will have opportunities in Year 11 and in Year 12 to complete the corresponding NESA Online Testing to meet the standard.

THE RoSA AND THE LEAVING AGE

The Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. If you leave:

During Year 11 – You can receive a RoSA that lists the Stage 5 courses completed and the results received as well as the Preliminary Courses you participated in and the date that you left school.

At the end of Year 11 – You can receive a RoSA with your Stage 5 and Preliminary Courses subjects and the results received in these courses.

During Year 12 – You can receive a RoSA with your Stage 5 and Preliminary Course subjects and a list of HSC Courses you participated in and the date that you left school.

School Leaving Age

The official school leaving age is 17 years. Students are currently required to complete Year 10 and they have several options from which to participate until at least age 17.

After Year 10 and until the age of 17 students must be:

- a) In school, or registered for home schooling OR
- b) In approved education or training OR
- c) In full-time, paid employment (average 25hrs/week) OR
- d) In a combination of these

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

What is the ATAR?

The ATAR is a number between 0.00 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the NSW HSC in relation to other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by UAC. The ATAR is a rank, not a mark.

Eligibility

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:

- 10 units of Board Developed courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subject areas.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units.

For further information about the ATAR, ring UAC on (02) 9752 0200, or see the UAC Website: www.uac.edu.au

HSC PATTERN OF STUDY

To gain a HSC, students must have completed a minimum of 12 units of Preliminary courses and 10 units of HSC courses. All courses in the HSC have a unit value. Most courses are 2 units.

Students must satisfactorily complete the Year 11 (Preliminary) Course before they are eligible to commence the corresponding HSC course (usually studied during Year 12). English is the only compulsory subject for the HSC.

The pattern of study must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses);
- at least four subjects.

COURSES, UNITS AND SUBJECTS

To complete the Year 11 (Preliminary) Course at Shellharbour Anglican College, students must study a minimum of 12 Units.

This will include:

- 2 Units of English
- 10 other units (Mathematic courses are not compulsory in Year 11)

The College will offer subjects on lines. Most 2 Unit subjects are studied for nine periods per cycle.

The exceptions are:

- English Extension (can only be studied in conjunction with English Advanced)
- Mathematics Extension 1 (can only be studied in conjunction with Mathematics Advanced)

These are 1 Unit subjects which are studied for 3-4 periods per cycle. **These subjects may be timetabled out of normal College hours or during sport.**

CHOOSING THE RIGHT SUBJECT

You are making choices about your subjects that are starting to shape the future you want to have.

Advice for picking the right subjects:

- Choose subjects carefully – think about your interests and abilities, NOT what your friends are choosing.
- Be realistic! Select the courses and level that meet your needs and abilities. Assess your goals and your capabilities.
- Take responsibility for your learning. Do your best in the classroom and with assessment tasks.
- MOST IMPORTANTLY, strike a balance. It is important to pursue your sporting and cultural interests, enjoy your leisure time and accept some wider community responsibilities.

When considering your subjects, you need to consider:

Ability: Choose subjects you are good at.

Interest: Choose subjects in which you are interested.

Motivation: Choose subjects you really want to learn.

Career Choice: Choose subjects which may be required for entrance to tertiary courses in which you are interested

Note: All students are advised to have conversations with subject teachers, Heads of Faculty, career advisor and/or their Dean of Students. Parents should attend the subject selection information night to gain an understanding of the HSC and to speak to Heads of Faculty about the suitability of their child for particular subject selection choices. You may also like to consider the UAC advice for subject selection. Particularly refer to:

<https://www.uac.edu.au/future-applicants/year-10-students>

<https://www.uac.edu.au/assets/documents/year-10/top-tips-for-choosing-hsc-courses.pdf>

HSC Major Works

The following subjects have a HSC major work component which could require additional time commitments. Please note that a maximum of 2 major works are recommended, albeit this is subject to each individual student's abilities and organisational skills.

- Design and Technology
- English Extension 2
- Industrial Technology (Timber Products)
- Music 1
- Music 2
- Textiles and Design
- Visual Arts
- Drama

VET or TVET (TAFE) Courses

Vocational Education and Training (VET) Courses are an exciting opportunity for students to combine their HSC studies with an Australian Training Quality Framework (ATQF) certification in such trades areas as Electrotechnology, Auto Mechanics and Constructions as well as Maritime, Design and Tourism. Many VET courses are available through TAFE although there are other external organisations that also run them. VET courses are for students who are aiming to continue in a career post school and are aimed at students who have demonstrated a genuine interest a course area. Students should not choose the courses simply to determine if they are interested in that career.

Most TAFE courses equate to 2 units of study and can contribute to the mandatory 12 units in Year 11 and 10 units in Year 12. The completion of a VET course during your HSC does NOT guarantee a TAFE certification. Further study may be required. Courses that run for only one year normally do not see full accreditation granted.

Some VET courses can lead to an ATAR. These courses require you to complete an HSC examination. The assessment for these subjects is based solely on the HSC examination. The mark for the examination constitutes 100% of the course mark which leads to the ATAR. Please note that not all VET courses allow students to gain an ATAR. Please see the Coordination of Learning & Assessment or the Careers Advisor for details on such courses.

Attendance at TAFE or another institution usually requires students to leave Shellharbour Anglican College early, at approximately 12:30 pm, or maybe earlier depending on the location of the Campus. Students will therefore miss their afternoon classes. VET classes usually finish around 5:30 pm so students need to take into consideration that they will be returning home much later than this. Students are responsible for catching up any missed work from other courses at school. Some VET courses are run on Saturdays whilst others are run as blocks in School Holidays. Please see the Careers Advisor for information on when particular courses are run.

Many VET courses include 35 hours mandatory work placement per year. This usually results in missing school time. Students are responsible for catching up missed work and negotiating absence from school and assessment tasks.

Students attending VET courses must do the following to be allowed to study these:

- Keep up with school classes missed because of attendance at VET courses. Perhaps a friend can take notes for you.
- Sign out at school BEFORE leaving at Senior School Admin.
- Provide proof of illness to your VET provider, as well as Shellharbour Anglican College, in the event of absence.
- Attend VET during school examination periods – unless an examination occurs during VET class time – or school holidays and take individual responsibility for this.
- Term time for VET courses can be different to Shellharbour Anglican College term time and thus attendance at TAFE even when on a school break is expected.
- Please note: Non-attendance at TAFE could lead to you not completing the course and consequently putting your completion of Year 11 or Year 12 in jeopardy. A student must be committed to doing their VET subject throughout the duration of the course.

Parents should note that students attending VET courses who are enrolled in independent schools like Shellharbour Anglican College are required to pay **additional fees** that range from **\$750 to \$4500 per year**.

Students should discuss the options available to them for VET courses with the Careers Advisor as soon as possible as there is little flexibility with the application process.

As VET course places cannot be guaranteed, students will be allocated standard subject options until confirmation of the VET course is provided by the TAFE or College. Once students have attended their first week of TAFE (usually around Week 3 of Term 1) then they can look at amending their subject range at Shellharbour Anglican College.

Please note, once enrolled into a course, the fees for VET courses cannot be refunded, even if a student withdraws from the subject.

If you are interested in pursuing a VET course, then please discuss this with the Careers Advisor.

How to Apply for VET Courses

Step 1: Organise a meeting and discuss course options with the Careers Advisor.

Step 2: Read the course description and discuss ATAR implications with the Careers Advisor.

Step 3: Collect the relevant application forms from the Careers Advisor and complete.

Step 4: Hand the application form into the Careers Advisor before the closing date, as advised by the Careers Advisor

Step 5: Once an offer of course place is received by Shellharbour Anglican College, a Letter of Acceptance, RTO Enrolment Form and Parent Letter with fee permission response slip will be provided to the student and parents for signing off (term 4)

Step 6: Shellharbour Anglican College then accepts the course place once 3 forms in step 5 have been returned to the Careers Advisor. After this point the course is billable and must be paid for whether the student attends or not.

Step 7: VET courses usually begin around Week 3 of Term 1.

For more information on VET courses visit the NESA website at:

<https://www.nsw.gov.au/education-and-training/nesa/curriculum/vet>

VET Courses offered at Shellharbour Anglican College

Shellharbour Anglican College offers VET Hospitality Cookery and VET Construction on-site. This course enables students in Years 11 and /or 12 to study a vocational course at school.

A minimum number of 70 hours in industry workplace/s is required and students participate in events that require commitment outside of school normal hours and does incur an additional \$180 fee to the family (AIS work placement fee). Hospitality students need to purchase a uniform, which is an additional \$90.

Distance Education

Some subjects are available for study via Distance Education. In particular, students who wish to study a language that is not offered at Shellharbour Anglican College may access this flexible and accessible option. Distance Education allows students to broaden their learning opportunities while remaining enrolled at the College. Students considering this option must demonstrate strong organisational skills, a sense of responsibility, and the ability to learn independently. **Please note that an additional fee applies for this mode of study.**

There is a strict deadline for applications for Distance Education. **Please see Miss Hick for further details.**

Which level of English should I choose?

Students who want to receive a HSC need to study two units of English: either in the Advanced, Standard or Studies course (in addition to eight other units of HSC courses).

In choosing an English course for study in Stage 6, students should consider their level of enjoyment and engagement in English in Years 7-10, as well as their level of achievement in this subject.

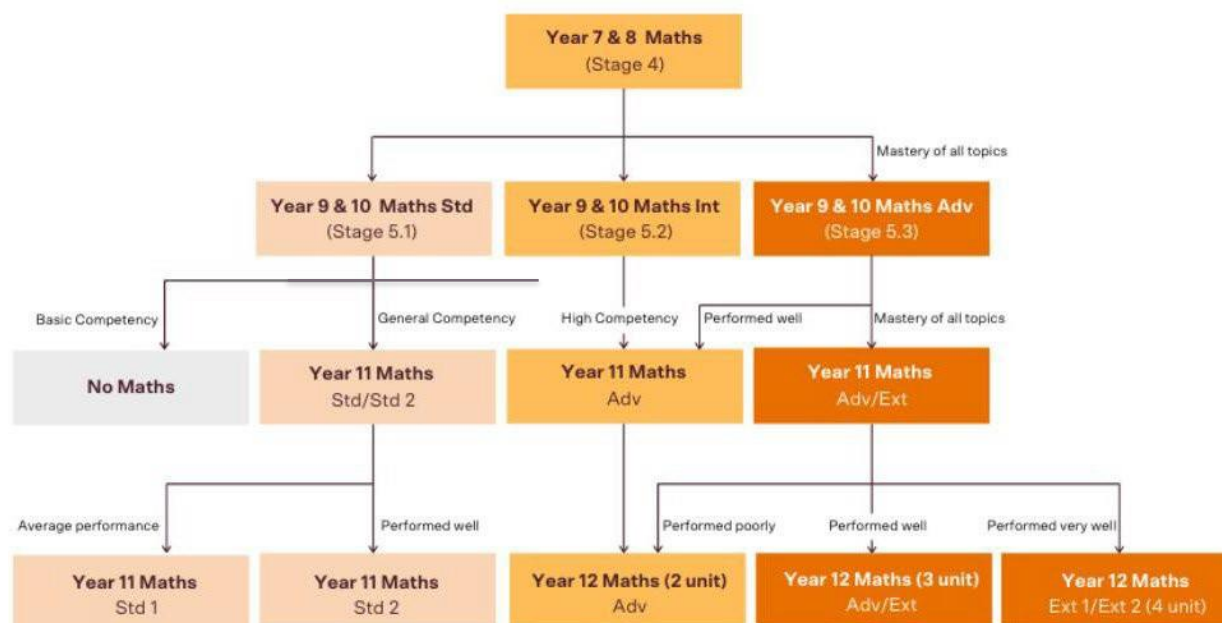
We recommend that most students choose the Advanced course. It provides them with the most thorough preparation for tertiary studies and offers the best chance of achieving the highest HSC result possible. Our experience shows that many students who elect to study the Standard course were actually capable of studying the Advanced course and may have achieved more growth and higher results had they opted for the more challenging course.

The English Standard course is for students who feel that they are not capable of meeting the requirements of the Advanced course but who want to achieve an ATAR with their HSC. The Advanced Course features longer and more sophisticated texts (including Shakespearean drama) than the Standard course, but the examinations and assessment tasks are the same length and format.

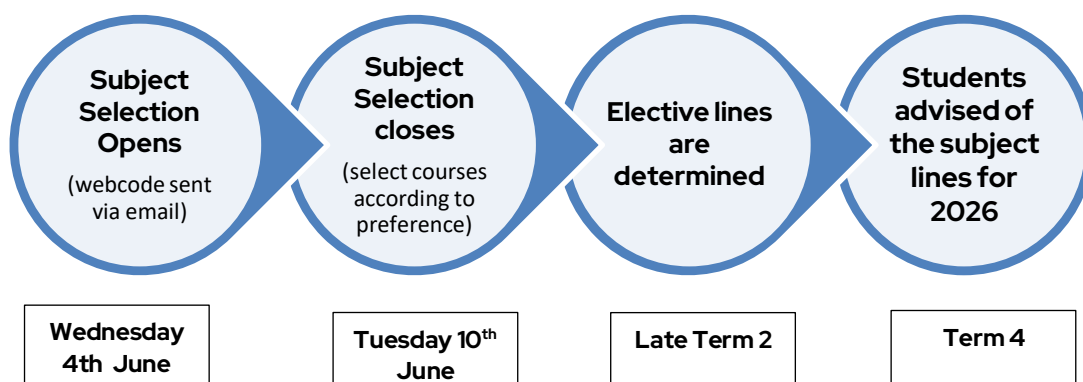
The English Studies course is recommended for students who are not working towards an ATAR (and a university place) but who want to achieve their HSC. The HSC examination is optional in English Studies and by completing it candidates can make themselves eligible for an ATAR.

Which level of Mathematics should I choose?

The following flow-chart is an overview of the various NESA Mathematics courses and their pre-requisites. This will provide students and parents an idea of which level of Mathematics they are able to choose. Those requiring more information should speak directly with the Head of Faculty for Mathematics.



SUBJECT SELECTION PROCESS



Consult Teachers

- Take time to consult the relevant subject faculties and teachers about the subjects offered
- Discuss with your parents your interests and subject choices

At Home

- Discuss your interests and subject choices you're your parents.
- Consult the UAC guide.

Submitting your preferences

Students will receive a personal subject selection email. Go to the weblink provided for EDVAL and enter your unique code to login.

You will then be shown a list of the subject preferences as a series of drop downs. You should make a selection from each category listed, in the specific order of your preferences. Once you have done so, please scroll down and click the submit button at the base of the form.

Yr 11 Preliminary

Main Units	Subject	Units
English	No selection	0
Mathematics	No selection	0
Priority 3	No selection	0
Priority 4	No selection	0
Priority 5	No selection	0
Priority 6	No selection	0
Extension choices (optional)	No selection	0
Extension choices (optional)	No selection	0
		Total 0

Reserve Units	Subject	Units
Reserve 1	No selection	0
Reserve 2	No selection	0
Reserve 3	No selection	0
Reserve 4	No selection	0
		Total 0

Cancel Print Submit

Submit your choices by Tuesday 10 June.

Submission Success

Your submission will be checked upon submitting and, if it is valid, you will be shown a submission success page.

Please print this page and ask your parent to sign your form.

Bring your signed form to the Senior School Administration Office by 9am Wednesday 11th June 2025 at the latest. Email submissions will not be accepted.

If your form was rejected by the system, you will see an error message appear. You will need to correct this error, and then re-submit it.

Below is an example of the page shown to students on successful submission of their preferences and this page is also emailed to the student if they are using a valid email address.

Yr 11 Preliminary



Student name: Peter Pan (Test student Yr11) (DUMMY111)

Notes: Your choices are registered.

Submitted date: Wed 11 May 2022 11:09:46

Main units

Main Units	Subject	Units
11ENGA	English Advanced	2
11MATA	Mathematics Advanced	2
11MOD	Modern History	2
11BIO	Biology	2
11PHY	Physics	2
11ISC	Investigating Science	2
11EX1	English Extension 1	1
11MX1	Mathematics Extension 1	1

Total units: 14

Reserve units

Reserve Units	Subject	Units
11BUS	Business Studies	2
11CAFS	Community and Family Studies	2
11D&T	Design and Technology	2
11ART	Visual Arts	2

Total units: 8

Please get the form signed, and return to school by Friday 10/6/22.

Signature: _____
Parent / Carer

Final Steps

After all student preferences are received, the College will begin the process of timetabling for the next year. Students will be notified in Term 4 of their confirmed classes for the following year.

COURSES ON OFFER

Compulsory Subjects

English

- English Standard
- English Advanced

In addition, the College expects to be able to offer any of the following courses in Year 11 (2025) depending on how many students choose them.

Category A Courses		VET Subjects
Ancient History	Industrial Technology (Timber Products)	Construction Hospitality
Biology	Legal Studies	
Business Studies	Mathematics Standard	
Chemistry	Mathematics Advanced	
Community and Family Studies	Mathematics Extension 1	
Design and Technology	Modern History	
Drama	Music 1	
Earth & Environmental Science	Music 2	
Economics	Physics	
English Extension	Studies of Religion	
Food Technology	Textiles and Design	
French Beginners/Continuers	Visual Arts	
Geography		
Health and Movement Science		

ANCIENT HISTORY	
Faculty: HSIE	Course No: 11020
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander peoples.</p>	
<p>Year 11 Course</p> <p>Section 1</p> <p>Part A: Investigating Ancient History - the nature of Ancient History</p> <ul style="list-style-type: none"> • The treatment and display of human remains • The preservation, conservation & reconstruction of ancient sites • Cultural Heritage and the Role of Museums <p>Part B: Investigating Ancient History - case studies</p> <ul style="list-style-type: none"> • City of Rome (List A) • Persepolis (List B) <p>Section 2: Features of Ancient Societies</p> <p>Students study at least TWO features of ancient societies through an investigation of:</p> <ul style="list-style-type: none"> • a different key feature for each society, OR one key feature across the societies selected. • Slavery in Greece, Rome and the New Testament • Weapons and Warfare in Greece <p>Section 3: Historical Investigation</p> <p>Students independently investigate a topic of their own choosing. The historical investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process.</p>	<p>HSC Course</p> <p>The course comprises a study of:</p> <ul style="list-style-type: none"> • Core Study: Cities of Vesuvius - Pompeii and Herculaneum • ONE 'Ancient Societies' topic • ONE 'Personalities in their Times' topic • ONE 'Historical Periods' topic. <p>The course requires study from at least TWO of the following areas: Egypt, Near East, China, Greece AND/OR Rome.</p> <p>Topics in the Year 12 course consist of two sections -</p> <ul style="list-style-type: none"> • Survey • Focus of study
<p>Particular Course Requirements</p> <p><i>Studies in the Preliminary Course must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.</i></p>	

BIOLOGY	
Faculty: Science	Course No: 11030
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: NIL
<p>Course Description</p> <p>The <i>Biology Stage 6 Syllabus</i> explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p> <p>The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.</p> <p>The course provides the foundation knowledge and skills required to study biology after completing school and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues and promotes an appreciation for the diversity of life on the Earth and its habitats.</p>	
<p>Topics Covered Year 11 Course</p> <p>Working Scientifically Skills</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Cells As the Basis of Life • Organisation of Living Things • Biological Diversity • Ecosystem Dynamics <p>Depth Study: 15 hours must be allocated to depth studies within the Preliminary Course</p>	<p>HSC Course</p> <p>Working Scientifically Skills</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Diseases • Non Infectious Diseases and Disorders <p>Depth Study: 15 hours must be allocated to depth studies within the HSC Course</p>
<p>Particular Practical Course Requirements</p> <p><i>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</i></p>	

BUSINESS STUDIES	
Faculty: HSIE	Course No: 11040
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<p>Topics Covered Preliminary Course</p> <ul style="list-style-type: none"> • 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 	<p>HSC Course</p> <ul style="list-style-type: none"> • 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

CONSTRUCTION CURRICULUM FRAMEWORK (VET) CONSTRUCTION

Faculty: VET	Course No: CPC20220 RTO: 90413
<p>5 Core units and 5 Elective units must be undertaken for each of Preliminary and HSC Board Developed Course</p> <p>COSTS (paid for by the family):</p> <p>White Card training: \$80</p> <p>Work placement: approximately \$180</p> <p>Safety boots and appropriate clothing need to be purchased for work placement.</p>	<p>A total of 4 units of credit – Preliminary and/or HSC</p> <p><i>Note: Minimum mandatory work placement of 70 hours.</i></p> <p>VET qualifications consist of technical skills that prepare you for work or further study in a specific job or industry, as well as employability skills that can be applied across a range of industry (or career) pathways.</p> <p>Industries related to this course include, but are not limited to, the following outlined on the Your Career website: Building, Construction, Plumbing, Bricklaying, Gyprocking, Electricity, Gas, Water and Waste Services</p>

Course Description

This course provides students with the opportunity to obtain national vocational qualifications for employment in the building and construction industry. Students will be able to develop carpentry skills, Workplace health and safety, communication, environmentally sustainable work practices, Planning and Calculations. Occupations in the building industry include carpentry, wood machining, plumbing, bricklaying, wall and floor tiling, landscape construction, electrician, and business owner.

AQF VET Qualification(s)

Depending on the selection and achievement of units of competency the possible qualification outcomes are:

- Statement of Attainment in Construction pathways
- CPC20220 Certificate II in Construction pathways

Summaries of the employability skills developed through these qualifications can be downloaded from:

<http://employabilityskills.training.com.au>

Units of Competency

Compulsory		Compulsory	
Unit Code	Unit Title	Unit Code	Unit Title
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	CPCCOM1013	Plan and organise work
CPCCOM1012	Work effectively and sustainably in the construction industry	CPCCOM1015	Carry out measurements and calculations
CPCCOM2001	Read and interpret plans and specifications		
CPCCCA2002	Use carpentry tools and equipment		

Electives

CPCWHS1001	Prepare to work safely in the construction industry
CPCCVE1011	Maintain the quality of perishable supplies
CPCCCA2011	Handle carpentry materials
CPCCCM2006	Apply basic levelling procedures
CPCCCO2013	Carry out concreting to simple forms
CCCCBL2001	Handle and prepare bricklaying and blocklaying materials
CCCCBL2002	Use bricklaying and blocklaying tools and equipment

Particular Course Requirements

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.

Assessment and Course Completion Competency-based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent, a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Mandatory Work placement

Students are required to complete a mandatory 2 weeks (70 hours) of workplacement over the 240 hour course. This will occur during school term time and incur a fee of \$180, which will be added to school fees. Students will be working in an industry-based workplace.

HSC Examination

Students completing this course are eligible to sit an external written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the 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 qualification.

N Determinations

Where a student has not met NSW Education Standards Authority course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

More Information

For more information on this course: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

CHEMISTRY	
Faculty: Science	Course No: 11050
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The <i>Chemistry Stage 6 Syllabus</i> explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.</p> <p>Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.</p> <p>The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.</p>	
<p>Topics Covered Year 11 Course</p> <p>Working Scientifically Skills</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Properties and Structure of Matter • Introduction to Quantitative Chemistry • Reactive Chemistry • Driver of Reactions <p>Depth Study: 15 hours must be allocated to depth studies within the Preliminary Course</p>	<p>HSC Course</p> <p>Working Scientifically Skills</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Equilibrium and Acid Reactions • Acid/base Reactions • Organic Chemistry • Applying Chemical Ideas <p>Depth Study: 15 hours must be allocated to depth studies within the HSC Course</p>
<p>Particular Course Requirements</p> <p><i>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</i></p>	

COMMUNITY AND FAMILY STUDIES	
Faculty: PD/H/PE	Course No: 11060
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description This course explores a diverse range of issues affecting the lives of all individuals and their unique roles in groups, families and communities. Students discover the importance of managing individual and group needs and resources to help satisfy wellbeing. In addition, CAFS allows students an opportunity to investigate a variety of groups within the community and the impact that individuals can have on the improvement of the groups, families and communities to which they belong.	
Topics Covered Preliminary Course <ul style="list-style-type: none"> • Resource Management Basic concepts of the resource management process (approximately 20% of course time). • Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time). • Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time). 	HSC Course <ul style="list-style-type: none"> • Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). • Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time). • Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). HSC Option Modules Select one of the following (approximately 25% of course time): <ul style="list-style-type: none"> • Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. • Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. • Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments. <p><i>Please note, previously the College has selected Social Impact of Technology as the HSC option module</i></p>
Particular Course Requirements <i>Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</i>	

DESIGN and TECHNOLOGY	
Faculty: TAS	Course No: 11080
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil Courses that work well alongside Design and Technology include Earth and environmental Science, Community and Family Studies and Advanced English. The study of Design and Technology will further develop skills in research, experimentation and testing, and Collaborative practices. Career options might include education, design, and entrepreneurship.
Course Description The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in design and production. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment. The design portfolio communicates the design and production process undertaken in the development of each project. The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project (to be funded by the family), a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, management, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.	
Topics Covered Year 11 Course Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, work health and safety, evaluation, and manipulation of materials, tools and techniques.	HSC Course Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses the following key areas: project proposal and project management, project development and realisation, and project evaluation. NOTE: Materials for the Major Design Project are at the student's expense
Particular Course Requirements <i>In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.</i> <i>In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of their design projects.</i>	

DRAMA	
Faculty: English	Course No: 11090
2 units for each of Preliminary and 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.
<p>Course Description Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>Preliminary Course Content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>HSC Course Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</p> <p>The Group Performance (3–6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p>For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>	
<p>Topics Covered Year 11 Course</p> <ul style="list-style-type: none"> • Improvisation, Play building, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles 	<p>HSC Course</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project
<p>Particular Course Requirements <i>The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</i></p>	

EARTH AND ENVIRONMENTAL SCIENCE	
Faculty: Science	Course No: 11100
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The <i>Earth and Environmental Science Stage 6 Syllabus</i> explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.</p> <p>The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.</p> <p>Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.</p> <p>The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with technologies that assist in developing earth and environmental science applications.</p>	
<p>Topics Covered Year 11 Course</p> <p>Working Scientifically Skills</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Earth's Resources • Plate Tectonics • Energy Transformations • Human Impacts <p>Depth Study: 15 hours must be allocated to depth studies within the Preliminary Course</p>	<p>HSC Course</p> <p>Working Scientifically Skills</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Earth's Processes • Hazards • Climate Science • Resource Management <p>Depth Study: 15 hours must be allocated to depth studies within the HSC Course</p>
<p>Particular Course Requirements</p> <p><i>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</i></p>	

ECONOMICS	
Faculty: HSIE	Course No: 11110
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The study of economics is based on a 'problems and issues' approach to the teaching and learning of economics. The goal of this approach is to relate the content of economics to the economic problems and issues experienced by individuals and society.</p> <p>The focus of the Preliminary course is on the practical problems and issues that affect individuals, firms and governments.</p> <p>In the HSC course, the problems and issues are studied in relation to the national, regional and global economies.</p> <p>Preliminary Course</p> <p>The Preliminary course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Much of this behaviour is influenced by the operation of markets. Two key markets, the labour market and the financial market, are examined in detail. The Preliminary course provides an essential foundation for the HSC course.</p> <p>HSC Course</p> <p>The HSC course focuses on the management of an economy and is therefore essentially macroeconomic in nature. It examines the external framework in which the Australian economy operates. The course investigates the impact of the global economy on the Australian economy and the link between economic issues and the management of an economy, with specific reference to the Australian economy.</p>	
<p>Topics Covered</p> <p>Year 11 Course</p> <ol style="list-style-type: none"> 1 Introduction to Economics 2 Consumers and Business 3 Markets 4 Labour Markets 5 Financial Markets 6 Government in the Economy 	<p>HSC Course</p> <ol style="list-style-type: none"> 1 The Global Economy 2 Australia's Place in the Global Economy 3 Economic Issues 4 Economic Policies and Management
<p>Particular Course Requirements</p> <p><i>The order of the topics in both the Preliminary and HSC courses is not prescriptive and may be influenced by economic events, the interests and needs of the students or the availability of resources.</i></p>	

ENGLISH (STANDARD)	
Faculty: English	Course No: 11130
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Advanced); English (ESL); English (Extension)
<p>Course Description</p> <p>In the Preliminary English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts.</p> <p>In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts.</p>	
<p>Topics Covered</p> <p>Year 11 Course – The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the Standard and Advanced courses is undertaken through a unit of work called Common Module: Reading to write. Students explore texts and develop skills in synthesis. • Students also complete two additional modules called Module A: Contemporary Possibilities and Module B: Close Study of Literature 	<p>HSC Course – The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content which consists of one Common Module: Texts and Human Experiences where students analyse and explore texts and apply skills in synthesis. • Modules for the Standard course only including: Module A- Language, Identity and Culture, Module B- Close Study of Literature, and Module C- The Craft of Writing.
<p>Particular Course Requirements</p> <p>For the Year 11 English Standard course students are required to:</p> <ul style="list-style-type: none"> • complete 120 indicative hours • complete the common module as the first unit of work • complete Modules A and B. <p>For the Year 12 English Standard course students are required to:</p> <ul style="list-style-type: none"> • complete the Year 11 course as a prerequisite • complete 120 indicative hours • complete the common module as the first unit of work • complete modules A, B and C over the course of the year. • At least THREE prescribed texts and a wide range of related texts. <p>Across Stage 6 (Yr 11 & 12) the selection of texts must give students experience of the following:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islanders and those that give insights into experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. 	

ENGLISH (ADVANCED)	
Faculty: English	Course No: 11140
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Standard); Fundamentals of English; English (ESL)
<p>Course Description</p> <p>In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four types of prescribed texts drawn from: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia; and a wide range of additional related texts and textual forms.</p>	
<p>Topics Covered</p> <p>Year 11 Course – The course has two sections:</p> <ul style="list-style-type: none"> Content common to the Standard and Advanced courses is undertaken through a Common Module: Reading to Write. Students also complete two additional modules called Module A- Narratives that Shape our World and Module B- Critical Study of Literature 	<p>HSC Course – The course has two sections:</p> <ul style="list-style-type: none"> The HSC Common Content which consists of one Common Module: Texts and Human Experiences where students analyse and explore texts and apply skills in synthesis. Modules for the Advanced course only including Module A-Textual Conversations, Module B- Critical Study of Literature, and Module C- The Craft of Writing.
<p>Particular Course Requirements</p> <p>For the Year 11 English Advanced course students are required to:</p> <ul style="list-style-type: none"> complete 120 indicative hours complete the common module as the first unit of work complete modules A and B. <p>For the Year 12 English Advanced course students are required to:</p> <ul style="list-style-type: none"> complete the Year 11 course as a prerequisite complete 120 indicative hours complete the common module as the first unit of work complete modules A, B and C over the course. at least four types of prescribed text and a range of additional related texts and textual forms. <p>Across Stage 6 (Yr 11 & 12) the selection of texts must give students experience of the following:</p> <ul style="list-style-type: none"> a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia a range of Australian texts, including Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples texts with a wide range of cultural, social and gender perspectives integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. 	

ENGLISH EXTENSION 1 (and 2 in Yr 12)		
Faculty: English	Preliminary English Extension 1 English Extension 1 HSC English Extension 2 (HSC only)	Course No: 11150 HSC Course No: 15160 Course No: 15170
2 units for each of Preliminary and HSC Board Developed Course	1 unit of study for each of Preliminary and HSC Prerequisites: a) English (Advanced) b) Preliminary English (Extension) is a prerequisite for English Extension Course 1 c) English Extension Course 1 is a prerequisite for English Extension Course 2 Exclusions: English (Standard); Fundamentals of English; English (ESL)	
Course Description In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise. In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.		
Topics Covered Year 11 English (Extension) Course The course has one mandatory section: Module: Texts, Culture and Value. Students also need to complete a related research project. This project requires students to undertake independent investigation into a number of texts and produce a multimodal presentation.	HSC English Extension Course 1 The course has one Module: Literary Worlds. Students must complete one elective chosen from this Module. <ul style="list-style-type: none">Elective 1: Literary homelandsElective 2: Worlds of UpheavalElective 3: Reimagined WorldsElective 4: Literary MindscapesElective 5: Intersecting Worlds	
	HSC English Extension Course 2 The course requires students to complete a Major Work.	
Particular Course Requirements For the Year 11 English Extension course students are required to: <ul style="list-style-type: none">complete 60 indicative hoursundertake the common moduleundertake the related independent research project. For the Year 12 English Extension 1 course students are required to: <ul style="list-style-type: none">complete the Year 11 English Extension course as a prerequisitecomplete 60 indicative hoursundertake ONE elective option from the common moduleThe study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print textsStudents are required to study at least TWO related texts HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.		

FOOD TECHNOLOGY	
Faculty: TAS	Food Technology Course No: 11180
2 units for each of Preliminary and HSC Board Developed Course	Courses that work well along-side Food Technology include Health and Movement Science, Biology and Chemistry. The study of Food Technology will give you credit transfer in some certificate and diploma courses at TAFE. Career options might include dietetics, food technology, teaching and nutrition.
<p>Course Description</p> <p>Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society.</p> <p>Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.</p>	
<p>Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Food Availability and Selection • Food Quality • Nutrition 	<p>HSC Course</p> <ul style="list-style-type: none"> • The Australian Food Industry • Food Manufacture • Food Product Development • Contemporary Food Issues in Nutrition
<p>Particular Course Requirements</p> <p><i>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand. Students will generally take part in weekly or fortnightly practical sessions in the Preliminary Course, and less frequently in the HSC Course. Students will also participate in an excursion to participate in a pasta making course at an inner Sydney restaurant at an additional cost of \$100.</i></p>	

FRENCH BEGINNERS	
Faculty: LOTE	French Beginners Course No: 11630
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Students who have completed 200 hours Stage 5 French must do the French Continuers Course
<p>Course Description</p> <p>In Preliminary and HSC courses, students 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 with a range of texts/ text types, which reflect the topics. Students will gain an insight into the culture and language of French-speaking communities through the study of a range of texts.</p>	
<p>Topics Covered</p> <p>The prescribed topics should be studied from two interdependent perspectives:</p> <ul style="list-style-type: none"> • the personal world • the French-speaking communities. <p>Topics (Year 11 & 12)</p> <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations 	
<p>Particular Course Requirements</p> <p><i>Students wishing to learn French for the first time or have only 100 hours study in Stage 5 French, should choose French Beginners.</i></p>	

FRENCH CONTINUERS	
Faculty: LOTE	French Continuers Course No: 11640
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Students who have not completed the Stage 5 French course must study French Beginners.
<p>Course Description</p> <p>French Continuers offers students who have a fundamental understanding of the language, from their study of it during Stage 5, the opportunity to further develop their knowledge, skills and understanding of French language and culture.</p> <p>During the Preliminary and HSC courses, students learn how to exchange information, opinions and experiences in French, express ideas through the production of original texts in French, analyse, process and respond to texts that are in French and to understand aspects of the language and culture of French-speaking communities.</p>	
<p>Topics Covered</p> <p>There are three prescribed themes:</p> <ul style="list-style-type: none"> • the individual • the French-speaking communities • the changing world <p>Assessment involves listening, speaking, reading and writing tasks.</p>	
<p>Particular Course Requirements</p> <p><i>To study French continuers, students must have completed 200 hours of French in Stage 5 (Years 9 and 10). Exemptions might be granted if students have prior experience of the French language outside the classroom.</i></p>	

GEOGRAPHY	
Faculty: HSIE	Course No: 11190
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>This course will provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.</p> <p>Students investigate further investigate global sustainability, rural and urban places, and ecosystems and global biodiversity in the Year 12 course.</p>	
<p>Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Earth’s natural systems • People, patterns and processes • Human–environment interactions • Geographical Investigation 	<p>HSC Course</p> <ul style="list-style-type: none"> • Global sustainability • Rural and urban places • Ecosystems and global biodiversity
<p>Particular Course Requirements</p> <p><i>Students complete a Geographical Investigation in the Preliminary Course and must undertake 12 hours of fieldwork in both the Preliminary and HSC Courses.</i></p>	

HEALTH AND MOVEMENT SCIENCE	
Faculty: PD/H/PE	Course No: 11390
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The NSW Health and Movement Science syllabus (2023) recognises the critical importance of each student developing a capacity to think about and act critically in regard to key issues related to health and movement. Emphasis is given to developing and applying the skills of collaboration, analysis, communication, creative thinking, problem-solving and research</p> <p>Studying Health & Movement Science in Year 11 and 12 helps students understand the importance of physical activity and health. It teaches them how the body works and responds to exercise, promoting a healthy and active lifestyle. Students gain valuable skills in analysing movement, improving performance, and understanding the role of nutrition and psychology in sports and health. This knowledge prepares them for careers in health, fitness, and sports, and helps them make informed choices about their own wellbeing.</p>	
<p>Topics Covered</p> <p>Year 11</p> <ul style="list-style-type: none"> • Health for Individuals and Communities (40 hours) <ul style="list-style-type: none"> - Explores the meanings of health from different perspectives. • The Body and Mind in Motion (40 hours) <ul style="list-style-type: none"> - Investigates how body systems influence and respond to movement and understand the interrelationships between these systems for efficient movement. • Collaborative Investigation (20 hours) <ul style="list-style-type: none"> - Provides opportunities for students to develop knowledge and skills to support their own and others' health and movement • Depth Studies – a minimum of 2 (20 hours) <ul style="list-style-type: none"> - Allocated class time in Health for Individuals and Communities and/or The Body and Mind in Motion - A minimum of 2 depth studies 	<p>HSC Course</p> <ul style="list-style-type: none"> • Health in an Australian and Global Context (45 hours) <ul style="list-style-type: none"> - Explore how healthy Australians are, by comparing the health status of Australians within and across population groups. • Training for improved performance (45 hours) <ul style="list-style-type: none"> - Investigate the significance of Training for Improved Performance, recognising the importance of personalised exercise assessment, exploring various training types and methods. • Depth Studies – a minimum of 2 (30 hours) <ul style="list-style-type: none"> - Allocated class time in Health in an Australians and Global Context and/or Training for Improved Performance - A minimum of 2 depth studies

HISTORY EXTENSION (HSC year only)	
Faculty: HSIE	Course No: 15280
2 units for each of Preliminary and HSC Board Developed Course	Prerequisites: Students must be undertaking one other 2 Unit History course – either Ancient or Modern History Exclusions: Nil
Course Description HSC History Extension candidates study the ideas and processes historians use to construct history. In Part I of the course students investigate the issue, 'Constructing History?' through a selection of readings and through one case study. In Part II, students design, undertake and communicate their own historical inquiry.	
Topics Covered HSC Course Part I: Constructing History (40 indicative hours) Key questions: <ul style="list-style-type: none"> • Who are the historians? • What are the aims and purposes of history? • How has history been constructed and recorded over time? • Why have the approaches to history changed over time? Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options. Part II: History Project (20 indicative hours) An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.	
Particular Course Requirements <i>The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.</i>	

HOSPITALITY CURRICULUM FRAMEWORK (VET)

Faculty: VET	Course No: 26510 RTO: 90413																																																
2 units for each of Preliminary and HSC Board Developed Course	A total of 4 units of credit – Preliminary and/or HSC Note: <ul style="list-style-type: none"><i>Chefs uniform additional cost of \$90</i><i>Work placement fee additional cost of \$180</i><i>Minimum mandatory work placement of 70 hours.</i> Exclusions: Nil																																																
Course Description This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in accommodation services, commercial cookery or food and beverage service. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.																																																	
AQF VET Qualification(s) Depending on the selection and achievement of units of competency the possible qualification outcomes are: <ul style="list-style-type: none">Statement of Attainment in SIT20416 Certificate II in Kitchen Operations and CookerySIT20416 Certificate II in Kitchen Operations and CookeryStatement of Attainment in SIT20416 Certificate II in Food and BeverageSIT20416 Certificate II in Food and Beverage Summaries of the employability skills developed through these qualifications can be downloaded from: http://employabilityskills.training.com.au																																																	
Units of Competency																																																	
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Particular Course Requirements

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.

Assessment and Course Completion Competency-based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Mandatory Work placement

Students are required to complete a mandatory 2 weeks (70 hours) of work placement over the 240 hour course. This will occur during term time. Students will be working in an industry-based workplace

HSC Examination

Students completing this course are eligible to sit an external written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the 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 qualification.

N Determinations

Where a student has not met NSW Education Standards Authority course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

More Information

For more information on this course: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES	
Faculty: TAS	Course No: 11200
2 units for each of Preliminary and HSC Board Developed Course	<p>Prerequisites: Nil</p> <p>Courses that work well along-side Industrial Technology include Business studies as a large part of the theoretical knowledge relates to an Industry study. The study of Industrial Technology will give you a range of skills required in most trade courses at TAFE. Career options might include Cabinet and furniture making, wood machining, Building and Construction and teaching.</p>
<p>Course Description</p> <p>The Year 11 course consists of project work and an industry study that provides a broad range of skills and knowledge related to the Timber industry and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects. Projects are based around the main elements used in the Timber and Furniture industries.</p> <p>The HSC course consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the Timber and Furniture Industries. The HSC course combines the elements covered in the Preliminary Course into a Major project, which demonstrates the value of Timber in the sustainable construction of furniture and buildings.</p>	
<p>Topics Covered Year 11 Course</p> <ul style="list-style-type: none"> • Industry Study (15%): This will involve the investigation of an organisation within the timber industry. • Design (10%): Students will learn how to design and plan projects and how to document their process. • Management and Communication (20%): This unit focuses on the roles within the timber and furniture industry and how they work together as an effective team. • Production (40%): This is the time students will create their projects. A large majority of the time in this course is dedicated to students actually making products. Students will be expected to put into practice the skills they have learnt in the other sections of the course. • Industry Related Manufacturing Technology (15%): Students will learn how to use the technology required to be creators of timber products. This will include, but is not limited to, the laser cutter, hand and power tools and CNC Router. 	<p>HSC Course</p> <ul style="list-style-type: none"> • Industry Study (15%): Building on the students' exploration into an organisation within the timber industry in the Preliminary Course, students will go deeper into the management and operations of a company in the timber industry looking at the structure, WHS issues, career opportunities, sales and marketing, along with technical, environmental, sociological factors and personnel issues. • Major project (60%): The majority of time will involve the design, management, communication and production of a major timber project. All work is documented in a detailed and significant project folio. • Industry Related Manufacturing Technology (25%): Students will learn about, use and apply a wide range of materials, processes, tools, equipment, machinery and technologies related to the timber industry. New and emerging technologies that benefit the timber industry will be explored and students will be required to recall part of this knowledge in the HSC examination. <p>NOTE: Materials for the major project are at the student's expense.</p>
<p>Particular Course Requirements</p> <p><i>In the Preliminary course, students must design, develop and construct a timber-based project. The project will include a management folio. Each project may emphasize 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.</i></p>	

LEGAL STUDIES	
Faculty: HSIE	Course No: 11220
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<p>Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> Part I – The Legal System (40% of course time) Part II – The Individual and the Law (30% of course time) Part III – The Law in Practice (30% of course time) <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course.</p> <p>Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system</p>	<p>HSC Course</p> <ul style="list-style-type: none"> Core Part I: Crime (30% of course time) Core Part II: Human Rights (20% of course time) Part III: Two options (50% of course time) <p>Two options are chosen from:</p> <ul style="list-style-type: none"> Consumers Global environment and protection Family Indigenous peoples Shelter Workplace World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>
<p>Particular Course Requirements</p> <p><i>In addition to core studies, students select two options in the HSC course.</i></p>	

MATHEMATICS STANDARD	
Faculty: Mathematics	Course No: 11230
<p>2 units for each of Preliminary and HSC Board Developed Course – Mathematics Standard 2 Board Developed Course – Mathematics Standard 1</p>	<p>Prerequisites: For students who intend to study this Mathematics course, it is recommended that they study at least some of the Stage 5.2 content of <i>Mathematics Years 7–10 Syllabus</i>, particularly the <i>Financial Mathematics</i>, <i>Non-Linear Relationships</i>, <i>Statistics</i> and <i>Trigonometry</i> units, if not all of the content.</p> <p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.</p>
<p>Course Description</p> <p>The Preliminary Mathematics Standard course, the HSC Mathematics Standard 2 course and the HSC Mathematics Standard 1 course are highly contextualised. It is structured to provide appropriate pathways to both the HSC Mathematics Standard 2 course and the HSC Mathematics Standard 1 course.</p> <p>All students who have studied Stage 5 Mathematics at SAC will have covered the prerequisites for the course. Demonstration of competence in mathematics up to and including at least Stage 5.1 is essential.</p> <p>The HSC Mathematics Standard 2 course has been written on the assumption that students have demonstrated a high level of competence in the Preliminary Mathematics Standard course. The course provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics through a large variety of real-world applications. The course also provides a strong foundation for vocational pathways, in the workforce and in further training, and for university courses in the humanities, nursing and paramedical sciences.</p> <p>The HSC Mathematics Standard 1 course has been written to meet the needs of students who have demonstrated competence in the Preliminary Mathematics Standard course. The course provides a strong foundation for vocational education and training courses, other practically oriented courses, and some humanities courses, and for vocational pathways, in the workforce or in further training. <i>Students are able to sit an optional HSC examination which will contribute towards the calculation of an ATAR.</i></p>	
<p>Topics Covered Year 11 Course</p> <p>Formulae and Equations</p> <ul style="list-style-type: none"> • Linear Relationships • Applications of Measurement • Working with Time • Financial Mathematics • Data Analysis • Relative Frequency and Probability <p><i>The Preliminary Mathematics Standard course is undertaken by all students intending to study either the HSC Mathematics Standard 2 course or the HSC Mathematics Standard 1 course.</i></p>	<p>HSC Mathematics Standard 2</p> <ul style="list-style-type: none"> • Types of Relationships (Algebraic) • Non-right-angled Triangles • Rates and Ratios • Investments and Loans • Annuities • Bivariate Data Analysis • The Normal Distribution • Critical Path Analysis <p>HSC Mathematics Standard 1</p> <ul style="list-style-type: none"> • Types of Relationships (Algebraic) • Right-angled Triangles • Rates • Scale Drawings • Investment • Depreciation and Loans • Further Statistical Analysis • Networks and Paths
<p>Particular Course Requirements</p> <p><i>Mathematics Standard 2 is the main HSC course offered for students who complete Mathematics Standard in Year 11. Discussions will be had between the teacher, student and parents if moving to Mathematics Standard 1 is going to occur in Year 12.</i></p>	

MATHEMATICS ADVANCED	
Faculty: Mathematics	Course No: 11240
2 units for each of Preliminary and HSC Board Developed Course	<p>Prerequisites: For students who intend to study the Mathematics Advanced course, it is recommended that they study the topics <i>Algebraic Techniques, Surds and Indices, Equations, Coordinate Geometry</i> as well as at least some of <i>Trigonometry</i> and <i>Deductive Geometry</i> from Stage 5.3 (identified by §) of <i>Mathematics Years 7–10 Syllabus</i>, if not all of the content.</p> <p>Exclusions: Mathematics Standard</p>
<p>Course Description</p> <p>The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications and in increasing complexity.</p> <p>The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of Mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.</p>	
<p>Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Functions • Trigonometry • Trigonometric Functions and Identities • Introduction to Differentiation • Logarithms and Exponentials • Probability and Discrete Probability Distributions 	<p>HSC Course</p> <ul style="list-style-type: none"> • Graphing Techniques • Trigonometric Functions and Graphs • Differential Calculus • Applications of Differentiation • Integral Calculus • Modelling Financial Situations • Descriptive Statistics and Bivariate Data Analysis • Random Variables
<p>Particular Course Requirements</p> <p>For students who intend to study the Mathematics Advanced course, it is recommended that they study the topics <i>Algebraic Techniques, Surds and Indices, Equations, Coordinate Geometry</i> as well as at least some of <i>Trigonometry</i> and <i>Deductive Geometry</i> from Stage 5.3 (identified by §) of <i>Mathematics Years 7–10 Syllabus</i>, if not all of the content.</p>	

MATHEMATICS EXTENSION 1	
Faculty: Mathematics	Course No: 11250
<p>1 unit in each of Preliminary (<i>Preliminary Mathematics Extension</i>) and HSC</p> <p>Board Developed Course</p>	<p>Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) <i>Curve Sketching and Polynomials, Functions and Logarithms</i>, and <i>Circle Geometry of Mathematics Years 7–10 Syllabus</i>.</p> <p>Exclusions: Mathematics Standard</p>
<p>Course Description</p> <p>The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications and in increasing complexity.</p> <p>The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts subjects and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.</p>	
<p>Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Further Work with Functions • Polynomials • Inverse Trigonometric Functions • Further Trigonometric Identities • Rates of Change (Calculus) • Working with Combinatorics 	<p>HSC Course</p> <ul style="list-style-type: none"> • Proof by Mathematical Induction • Introduction to Vectors • Trigonometric Equations • Further Calculus Skills • Applications of Calculus • The Binomial Distribution
<p>Particular Course Requirements</p> <p>For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) <i>Curve Sketching and Polynomials, Functions and Logarithms</i>, and <i>Circle Geometry of Mathematics Years 7–10 Syllabus</i>.</p>	

MATHEMATICS EXTENSION 2 (HSC Only)	
Faculty: Mathematics	Course No: 15260
<p>2 units for the HSC Board Developed Course</p> <p>Note: Mathematics Extension 1 becomes 2 Unit when completed with Extension 2.</p>	<p>Prerequisites: Students must also be completing Mathematics Extension 1 concurrently with this course. The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.</p> <p>Exclusions: Mathematics Standard</p>
<p>Course Description</p> <p>The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications and in increasing complexity.</p> <p>The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject</p>	
<p>Topics Covered</p> <ul style="list-style-type: none"> • The Nature of Proof • Further Proof by Mathematical Induction • Further Work with Vectors • Introduction to Complex Numbers • Using Complex Numbers • Further Integration • Application of Calculus to Mechanics 	
<p>Particular Course Requirements</p> <p>Students must also be completing Mathematics Extension 1 concurrently with this course.</p>	

MODERN HISTORY	
Faculty: HSIE	Course No: 11270
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course provides students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the 19th Century to the present using the methods of historical inquiry. The Preliminary Course includes a core study on 'The Shaping of the Modern World' in which students focus on the causes, course and consequences of the First World War.</p> <p>In the HSC course students complete a core study titled 'Power and Authority in the Modern World, 1919-1946' that investigates the rise of fascist, totalitarian and militarist movements after the First World War. The remainder of the course consists of three studies focused on the themes of 'National Studies', 'Peace and Conflict' and 'Change in the Modern World'.</p>	
<p>Topics Covered</p> <p>Year 11 Course</p> <p>Part 1: Investing Modern History The Nature of Modern History Case Study 1: The Meiji Restoration Case Study 2: The Decline and Fall of the Romanov Dynasty</p> <p>Part II: Historical Investigation A student-developed research project and presentation</p> <p>Part III: Core Study: The Shaping of the Modern World Historical concepts and skills are integrated into the Preliminary Course.</p>	<p>HSC Course</p> <p>Part I: Core Study: Power and Authority in the Modern World, 1919-1946</p> <p>Part II: National Study: Russia and the Soviet Union, 1917-1941</p> <p>Part III: Peace and Conflict: Conflict in the Pacific 1937-1951</p> <p>Part IV: Change in the Modern World: The Nuclear Age 1945-2011</p>
<p>Particular Course Requirements</p> <p><i>Historical concepts and skills are integrated into the Preliminary and HSC Courses. These include:</i></p> <ul style="list-style-type: none"> • <i>Analysis and use of sources</i> • <i>Historical interpretation</i> • <i>Historical investigation and research</i> • <i>Explanation and communication</i> 	

MUSIC 1	
Faculty: CAPA	Course No: 11290
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Music 2
<p>Course Description</p> <p>In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>	
<p>Topics Covered Year 11 & 12 Course</p> <p>Students study THREE topics in each year of the course. Topics include:</p> <ul style="list-style-type: none"> • An instrument and its repertoire • Australian music • Baroque music • Jazz • Medieval music • Methods of notating music • Music and religion • Music and the related arts • Music for large ensembles • Music for radio, film, television and multimedia • Music for small ensembles • Music in education • Music of a culture (Preliminary course) • Music of a culture (HSC course) • Music of the 18th century • Music of the 19th century • Music of the 20th and 21st centuries • Popular music • Renaissance music • Rock music • Technology and its influence on music • Theatre music 	
<p>Particular Course Requirements HSC course</p> <p><i>In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.</i></p> <p><i>Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority to validate authorship of the submitted work.</i></p>	

MUSIC 2	
Faculty: CAPA	Course No: 11300
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Music 1
Course Description In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural, as well as within the context of a range of styles, periods and genres.	
Topics Covered Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. Year 11 Course Mandatory Topic: Music 1600–1900 Additional Topics: Students will study ONE additional topic from the list: Australian music Music of a culture Medieval Music Renaissance music Music 1990–1945 Music 1945 – Music 25 years ago	HSC Course Mandatory Topic: Music of the Last 25 Years (Australian focus). Additional Topics: Students will study ONE additional topic from the list: <ul style="list-style-type: none"> • Music of a culture (different from Preliminary Course) • Medieval Music • Renaissance music • Baroque Music • Classical Music • Music of the 19th Century • Music 1990–1945 • Music 1945 – Music 25 years ago
Particular Course Requirements <i>In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority to validate authorship of the submitted work.</i> <i>All students will be required to develop a composition portfolio for the core composition.</i> <i>Minimal requirement for entry into this course is 6th Grade practical and 5th Grade Musicianship or theory.</i>	

PHYSICS	
Faculty: Science	Course No: 11310
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: 16646 Physical World Science Life Skills (2 units – Year 11) 16646 Physical World Science Life Skills (2 units – Year 12)
Course Description The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects. The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.	
Topics Covered Year 11 Course Working Scientifically Skills Core Modules <ul style="list-style-type: none"> Module 1 Kinematics Module 2 Dynamics Module 3 Waves and Thermodynamics Module 4 Electricity and Magnetism Depth Study: 15 hours must be allocated to depth studies within the Preliminary Course	HSC Course Working Scientifically Skills Core Modules <ul style="list-style-type: none"> Module 5 Advanced Mechanics Module 6 Electromagnetism Module 7 The Nature of Light Module 8 From the Universe to the Atom Depth Study: 15 hours must be allocated to depth studies within the HSC Course
Particular Course Requirements <i>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.</i> <i>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.</i>	

SCIENCE EXTENSION (Year 12 only)

Faculty: Science	Science Extension Course No: 15345
Prerequisites: Study of at least one of Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.	Corequisites: One of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.
<p>Course description</p> <p>Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.</p> <p>Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.</p>	
<p>Topics covered Year 12 course</p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> Module 1: The Foundations of Scientific Thinking Module 2: The Scientific Research Proposal Module 3: The Data, Evidence and Decisions Module 4: The Scientific Research Report 	
<p>Course requirements</p> <p>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.</p> <p>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.</p> <p>Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.</p> <p>The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.</p> <p>All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.</p>	

STUDIES OF RELIGION II	
Faculty: HSIE	Course No: 11380
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Studies of Religion I
Course Description Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.	
Topics Covered Year 11 Course <ol style="list-style-type: none"> Nature of Religion and Beliefs. Three Religious Traditions Studies: Christianity, Islam, Judaism <ul style="list-style-type: none"> Origins Principal beliefs Sacred texts and writings Core ethical teachings Personal devotion/expression of faith/observance. Religions of Ancient Origin: 2 religions from: <ul style="list-style-type: none"> Aztec or Inca or Mayan Celtic Nordic Shinto Taoism an Indigenous religion from outside Australia Religion in Australia pre-1945 	HSC Course <ol style="list-style-type: none"> 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 Three Religious Tradition Depth Studies: Christianity, Islam, Judaism <ul style="list-style-type: none"> 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. Religion and Peace: the distinctive response of religious traditions to the issue of peace Religion and Non-Religion: the human search for meaning through new religious expression, Non-religious worldviews and the different between Religious and Non-Religious worldviews.
Particular Course Requirements <i>There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.</i>	

TEXTILES and DESIGN	
Faculty:	Course No: 11390
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Courses that work well alongside Textiles and Design are Visual Art, Design and Technology and Community and Family Studies. Career options might include Fashion and costume design, design and teaching.
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 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.	
Topics Covered Year 11 Course Design (40%) Properties and Performance of Textiles (50%) The Australian Textiles, Clothing, Footwear and Allied Industries (10%).	HSC Course Design (20%) Properties and Performance of Textiles (20%) The Australian Textiles, Clothing, Footwear and Allied Industries (10%) Major Textiles Project (50%).
Particular Course Requirements <i>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.</i> <i>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.</i>	

VISUAL ARTS	
Faculty: CAPA	Course No: 11400
2 units for each of Preliminary and 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.
<p>Course Description</p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The 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.</p>	
<p>Topics Covered</p> <p>Year 11 Course learning opportunities focus on:</p> <ol style="list-style-type: none"> 1. the nature of practice in artmaking, art criticism and art history through different investigations 2. the role and function of artists, artworks, the world and audiences in the artworld 3. the different ways the visual arts may be interpreted and how students might develop their own informed points of view 4. how students may develop meaning and focus and interest in their work 5. building understandings over time through various investigations and working in different forms. 	<p>HSC Course learning opportunities focus on:</p> <ol style="list-style-type: none"> 1. how students may develop their practice in artmaking, art criticism, and art history 2. how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations 3. how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations 4. how students may further develop meaning and focus in their work.
<p>Particular Course Requirements</p> <p><i>Preliminary Course:</i></p> <ol style="list-style-type: none"> 1. <i>Artworks in at least two expressive forms and use of a process diary</i> 2. <i>a broad investigation of ideas in art making, art criticism and art history.</i> <p><i>HSC Course:</i></p> <ol style="list-style-type: none"> 1. <i>development of a body of work and use of a process diary</i> 2. <i>a minimum of five Case Studies (4–10 hours each)</i> 3. <i>deeper and more complex investigations in art making, art criticism and art history.</i> 	

Some useful website to help answer any questions that you might have.

Website	Brief description
https://www.nsw.gov.au/education-and-training/nesa	Website of the NSW Education Standards Authority. This can be a useful reference for students and parents about HSC courses, assessment guidelines and the examinations.
http://www.shellharbouraccareers.com	The Shellharbour Anglican College Careers Website. General information regarding careers, post-school options, HSC, RoSA, Workplace Learning, Parent information and extra student information regarding careers.
www.myfuture.edu.au	Play the quiz and find out how much you know about the workplace in general. When it comes to specific careers you will find that this site will link you to some of the other sites listed here.
www.uac.edu.au www.uac.edu.au/future-applicants/year-10-students	The website of the University Admissions Centre and will offers a lot of information to students looking at university study. It goes much further than this offering information about scholarships, financial assistance while studying, UAI entry scores for subjects. Click on undergraduate study and go to course search. You can look at what doors UAI's will open, what may be assumed knowledge for certain courses and what course may be available for a career you may be contemplating.
www.australia.gov.au	This may be strange site to start with but will find that it links to a number of interesting and helpful sites. The first time you should type in "career advice" and you will find yourself with a list of links but the first one should be this site.
http://www.yourfreecareertest.com/#	This is a career aptitude test (job quiz) listing results in 13 career interests followed by 4 sub career interests. College and university programs that match your career test results. Career aptitude tests and job quizzes are useful for career interest exploration.
http://www.tafensw.edu.au/	Similar to the UAC site in some ways but obviously with far more courses aimed at candidates who may leave school after completion of Year 10-12. Do a course search to determine locations, availability and prerequisites.

Please note: Set aside a reasonable amount of time to explore, bookmark the sites you find most helpful and, where necessary, ask for help at school, at home or use the often toll-free numbers mentioned on the sites.

Possible questions to ask teachers

- Do you think I am able to complete a particular level of Mathematics and English?
- What type of assessments are expected to be completed during this course?
- Do you think I am capable, or have the skills, to complete this course?

Elective Choices on Offer for 2026-2027

POSSIBLE ELECTIVES	Interest – Y or N	Priority Order
ENGLISH Choose ONE English Course from Standard and Advanced		
English - Standard		
English - Advanced		
English - Extension 1 (only English Advanced students can choose)		
MATHEMATICS Choose ONE Mathematics Course from Standard and Advanced		
Mathematics- Standard		
Mathematics - Advanced		
Mathematics - Extension 1 (only Maths Advanced students)		
OPTIONS		
Ancient History		
Biology		
Business Studies		
Chemistry		
Construction		
Community and Family Studies		
Design and Technology		
Drama		
Earth and Environmental Science		
Economics		
Food Technology		
French Beginners		
French Continuers		
Geography		
Health and Movement Science		
Hospitality		
Industrial Technology (Timber)		
Legal Studies		
Modern History		
Music 1		
Music 2		
Physics		
Studies of Religion II		
Textiles and Design		
Visual Arts		