

An Information Package for Students

Stage 6 - The Higher School Certificate 2025

Murrumburrah High School



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This booklet will assist Year 10 students in selecting subjects for Stage 6 studies in 2025. Not all courses in this booklet will attract sufficient students to run. The final decision on the Year 11 Curriculum will be made concerning:

- a) The number of students selecting each course**
- b) Timetabling considerations**
- c) Specialist room availability**

AN INFORMATION SESSION FOR YEAR 10 STUDENTS, PARENTS, AND GUARDIANS WILL BE HELD IN TERM 3.

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Introduction

This booklet contains descriptions of all the subjects that are available for selection by students who enrol in Stage 6 at Murrumburrah High School. Students and parents/caregivers should read this information carefully as a basis for making choices about subjects and courses for 2025.

The final decision on the Stage 6 Curriculum will be made regarding:

- a) The number of students selecting each course**
- b) Timetabling considerations**
- c) Specialist room availability**

Where a decision has been made to return to school, subject choices become extremely important. Your choice of courses will determine your future options.

This handbook has been produced to tell you about the organisation of the Higher School Certificate. It gives you information on the courses available and where they could lead you. The detail provided for each ensures that you understand the commitment that is required to complete each course successfully.

Remember, all courses in the senior school require considerable effort and commitment. There are no easy courses. You need to remember: "You will get out of your senior studies only what you are prepared to put into them".

The selection of subjects should be based on:

- A realistic appreciation of your own **abilities, talents, and interests**. Your performance in Year 10 should be used as a guide to the academic and practical skills you possess.
- Your future **aims** and **career interests** will have considerable influence on the choice you will make.
- Your skills and limitations and build on your strengths and interests.
- A HSC education is not intended to be entirely vocational in orientation. A broad education is an asset to any person, and you should feel encouraged to undertake courses that you find **enjoyable** and **stimulating**.

Be well informed. Discuss with and seek advice from a wide range of people including parents/caregivers, Head Teachers/subject teachers, Careers Adviser, and students already enrolled in Years 11 or 12. There is no benefit in selecting courses that are beyond your capabilities. Listen to your teachers' advice.

Requirements for the award of the HSC

To be awarded the HSC, a student must:

- study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course.
- satisfactorily complete the pattern of study required by NESA.
- complete the practical, oral, or project works required for specific courses and the assessment requirements for each course.
- Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - at least three courses of 2 units value or greater
 - at least four subjects
 - at most 6 units of courses in science can contribute to HSC eligibility.
- have sat for and made a serious attempt at the required HSC examinations.

On satisfactory completion of the HSC, each student will receive a portfolio containing:

1. The HSC Testamur

Official certificate confirming your achievement of all requirements for the award.

2. The Record of Achievement

Lists the courses you have studied and reports the marks/bands you have achieved.

3. Individual Course Reports

For every HSC Board Developed Course (except some VET courses) you will receive a Course Report showing your marks, the Performance Scale, and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

Types of courses

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

Board Developed Courses

These courses are developed by NESA. All students who study these courses follow a set syllabus, which is examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

There are two main types of Board Endorsed Courses -

- **Content Endorsed Courses (CECs)** have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses. These courses are not examined at the HSC and do not count towards the ATAR.
- **School Designed Courses** are courses designed to meet local student needs and must be approved by NESA. These courses are not examined at the HSC and do not count towards the ATAR.

Board Endorsed Courses count towards the HSC and appear on your Record of Achievement.

Vocational Education and Training (VET)

VET Courses can be either Board Developed or Board Endorsed. VET courses are designed by industry and taught to industry standards. They allow students to gain both HSC qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF).

These courses each have a specific workplace component and a minimum number of hours students **must** spend in the workplace.

Board Developed VET Courses (if examined) can count in the calculation of an ATAR and go towards your HSC and appear on your Record of Achievement.

Assessment and reporting

- The HSC reports will provide students with a detailed description of the knowledge, skills and understanding they have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe each student's level of achievement, give a clear idea of the standards that are expected.
- The HSC mark received by each student will be a 50:50 combination of external examination and school-based assessment marks.
- School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on a student's performance in assessment tasks that have been undertaken during the course.
- The other 50% will come from the HSC examination.
- The external examination mark is that gained by the student in examinations set and marked by NESA (with exception of non-examination English Studies and Mathematics Standard 1 – who will be issued with an A-E grade).
- A student's HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If students achieve the minimum standard expected in a course, they will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills, and understanding. The band from 90 - 100 will correspond to the highest level of achievement.
- The HSC assesses students against standards of achievement set for each course. Students will benefit from the use of a standards-referenced approach to the HSC:
 - the marks the students gain in a subject will be aligned with descriptions of what they know, understand, and can do.
 - marks will reflect the standards achieved by students rather than just indicating a position in a predetermined distribution.
 - there will be meaningful and detailed reports with clear descriptions of the different standards of performance.
 - students who meet or exceed the minimum standard of performance expected will receive a mark of 50 or more.

HSC Minimum Standard

From 2020, students must demonstrate a minimum standard of literacy (reading and writing) and numeracy to be eligible for the award of the HSC credential. Students have up to four opportunities per year to sit each minimum standard reading, writing or numeracy test. Students can take the tests from Year 10 until up to five years after starting their first HSC course. Students enrolled in Life Skills courses may be exempt under certain conditions.

Refer to:

ACE 4060: [Demonstration of the HSC minimum standard](#)

NESA: [HSC minimum standard](#)

NESA: [Minimum standard online tests](#)

School-based assessments and exams

Students are required to complete a number of assessment tasks during the Preliminary and HSC courses. The HSC assessment mark is reported on the HSC Record of Achievement and counts equally with the HSC examination mark for university entrance purposes.

School-developed assessment tasks form an integral part of both the Preliminary and HSC programs. Tasks are designed to measure performance outcomes across a wider range of objectives than may be tested in an examination.

Tasks may include tests, written or oral assignments, practical activities, fieldwork, reports, and projects.

Teachers will inform students of the types of assessment tasks, the importance of the tasks in comparison with others, the mark value for each task when the task will be given, and the due date.

Assessment tasks provide a measure of the student's actual achievement. NESAC does not compensate students for difficulties in performing or completing assessment tasks, even when they are caused by factors outside your control. However, in the latter case, other arrangements may sometimes be made with the Principal's prior approval.

If a student misses an assessment task due to illness, a medical certificate must be provided to the Head Teacher of the relevant KLA immediately upon return to school along with a completed Misadventure form. This may result in another opportunity to sit the same or similar task or an assessment being made based on other completed tasks. Students will not be allowed to sit an assessment task if they have been absent from school on that same day without a medical certificate.

The aim of the assessment tasks is to:

- measure student performance in a wide range of objectives e.g. tests, written or oral assignments, practical activities, fieldwork, and projects.
- rank students from highest achievement to lowest achievement.

Satisfactory completion of a Preliminary course is a prerequisite for entry into a HSC course. To be satisfactory in a course, all students are expected to:

- complete, to the best of their ability, the tasks which are part of the assessment program,
- apply themselves with diligence and sustained effort in all of their courses,
- achieve most of the course outcomes,
- make a genuine attempt at assessment tasks and examinations,
- have a satisfactory record of attendance at school and classes.

If students do not meet all of their responsibilities in each course, they will be classed as 'Unsatisfactory'. If at any time students run the risk of not meeting their responsibilities in any Preliminary course, contact will be made with parents/caregivers. Specifically, contact will be made:

- whenever a zero is awarded for any assessment task,
- whenever the student is in danger of failing to complete tasks worth more than 50% of the course assessment,
- whenever absence begins to result in course outcomes not being met,
- whenever poor effort begins to result in course outcomes not being achieved.

• Year 11	Year 12
must be capped at 3 tasks	must be capped at 4 tasks
may only include 1 formal written examination; Mathematics courses 1-2 formal written exams	may only include 1 formal written examination with maximum weighting 30%

Refer to:

[ACE 8072: Development of HSC school-based assessment programs](#)

[ACE 8069: Higher School Certificate school-based assessment](#)

[NESA: Stage 6 school-based assessment](#) and [COVID Changes for 2021](#)

[Syllabuses A-Z \(Stage 6\)](#) for syllabus-based components and weightings

Submitted works, projects, and performances

Students need to undertake a variety of practical examinations and/or submit works, projects, etc., in addition to the written Higher School Certificate examination when attempting any of the following courses: Visual Arts, Drama, Food Technology, and Industrial Technology.

Students are required to certify that any submitted work is their own. Class teachers and the Principal must certify that it has been done under the teacher's supervision. If they cannot authenticate the work, you may not be awarded marks for it.

If a student is repeating HSC courses where major works or projects are required, they may not submit any major works or projects entered and marked in a previous year without special permission from NESA.

The practical examinations for Drama are held in Term 3 of the HSC year. These examinations are held separately from the written examinations. They may also be held at a different venue from that used for the written examinations.

Works submitted for marking in Visual Arts and Industrial Technology will also be required to be completed in Term three.

We advise students to choose carefully subjects (such as Visual Arts, Industrial Technology, Design & Technology, English Extension 2, and Drama) that involve the production/creation of major works, projects and/or performances.

These subjects offer students a great opportunity to express themselves, however, multiple tasks are time-consuming, difficult to manage, are often due at critical times of assessment (e.g. the Trial HSC exam period), and can be expensive where materials are required to be purchased.

HSC: All My Own Work

To obtain an HSC all students must also complete the compulsory NESA unit called "HSC: All My Own Work". This is a computer-based unit that takes approximately 2 hours to complete and will generally be undertaken at the end of Year 10 or first assessment task in Year 11 at this school. The purpose of the unit is to learn how to acknowledge sources and to understand the ramifications of plagiarism.

Refer to:

ACE 8006: [Eligibility requirements for the Higher School Certificate](#)

NESA: [HSC All My Own Work program](#)

ATAR requirements

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 HSC Board Developed courses
- 2 units of English
- Three HSC Board Developed courses or 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.

Subject / Course Information Arranged in KLA Grouping

Key Learning Area - English
Course: English Advanced (Board Developed Course)
Course Number: 11140 English Advanced (2 units – Year 11) 15140 English Advanced (2 units – Year 12)
<i>2 Units for each Preliminary and HSC</i>
Course Description: <p>In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, and to evaluate, emulate, and employ powerful, creative, and sophisticated ways to use language to make meaning and to find enjoyment in literature.</p> <p>Students refine their understanding of the dynamic relationship between language, texts, and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and structures of texts composed for different purposes in a range of contexts. Through the study of the course modules, students continue to develop their skills to question, reconsider, and refine meaning through language, and to reflect on their own processes of responding, composing, and learning.</p>
Year 11 Course Content: <ul style="list-style-type: none"> Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study. Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.
Year 12 Course Content: <ul style="list-style-type: none"> The HSC Common Content consists of one module Texts and Human Experiences common to the HSC English Standard, the HSC English Advanced, and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued.
Course Requirements: <p>Across Stage 6 the selection of texts will give students the experience of:</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 that are widely regarded as quality literature, including a range of literary texts written about intercultural experiences. a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples texts with a wide range of cultural, social, and gender perspectives
Year 11 Course: <p>Students are required to study:</p> <ul style="list-style-type: none"> a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, and digital texts a wide range of additional texts and textual forms.
Year 12 Course: <p>Students are required to study:</p> <ul style="list-style-type: none"> at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry, OR drama. The remaining text may be a film or media or a nonfiction text OR may be selected from one of the categories already used at least two additional prescribed texts from the list provided in Module C: The Craft of Writing at least one related text in the Common module: Texts and Human Experiences.

Key Learning Area – English
Course: English Standard (Board Developed Course)
Course Number: 11130 English Standard (2 units – Year 11) 15130 English Standard (2 units – Year 12)
<i>2 Units for each Preliminary and HSC</i>
Course Description:
<p>The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing, and representing. Through the study of the course modules, students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing, and learning.</p>
Year 11 Course Content
<ul style="list-style-type: none"> Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. In two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> students explore and examine texts and analyse aspects of meaning
Year 12 Course Content
<ul style="list-style-type: none"> The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced, and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to, and compose texts to extend their knowledge, skills, and confidence as readers, writers, and critical thinkers.
Course Requirements:
<p>Across the English Standard Stage 6 course students are required to study:</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 that are widely regarded as quality literature, including a range of literary texts written about intercultural experiences. a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples texts with a wide range of cultural, social, and gender perspectives.
Year 11 course
<p>Students are required to study:</p> <ul style="list-style-type: none"> one complex multimodal or digital text in Module A <i>Contemporary Possibilities</i>. This may include the study of film. one substantial literary print text in Module B, for example, prose fiction, drama, or a poetry text, which may constitute a selection of poems from the work of one poet. a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts a wide range of additional texts and textual forms.
Year 12 course
<p>Students are required to study:</p> <ul style="list-style-type: none"> at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media, or nonfiction texts. at least two additional prescribed texts from the list provided in Module C: The Craft of Writing at least one related text in the Common module: Texts and Human Experiences.

Key Learning Area – English
Course: English Studies (Board Developed Course)
<p>Course Number: 30105 English Studies (2 units – Year 11) 15125 English Studies (2 units – Year 12)</p> <p>Optional examination: English Studies students who intend to undertake the optional HSC examination must also be enrolled in: 15126 English Studies (2 units – Year 12)</p> <p><i>2 Units for each Preliminary and HSC</i></p>
Course Description:
<p>This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident, and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features, and structures of texts in a range of personal, social, cultural, academic, community, and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p>
<p>Year 11 Course Content</p> <ul style="list-style-type: none"> Students study the mandatory module, <i>Achieving through English: English in education, work, and community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. Students study two to four additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module
<p>Year 12 Course Content</p> <ul style="list-style-type: none"> The HSC Common Content consists of one module, Texts, and Human Experiences, which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. Students study two to four additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.
Course Requirements:
<p>Across the English Standard Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> texts that are widely regarded as quality literature, including a range of literary texts written about intercultural experiences. a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples texts with a wide range of cultural, social, and gender perspectives a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, and digital texts.
<p>Year 11 course</p> <p>Students are required to:</p> <ul style="list-style-type: none"> read, view, listen to, and compose a wide range of texts including print and multimodal texts. study at least one substantial print text (for example a novel, biography, or drama) study at least one substantial multimodal text (for example film or a television series) be involved in planning, research, and presentation activities as part of one individual and/or collaborative project. develop a portfolio of texts they have planned, drafted, edited, and presented in written, graphic, and/or electronic forms across all the modules undertaken during the year. engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers, and/or excursions.
<p>Year 12 course</p> <p>Students are required to:</p> <ul style="list-style-type: none"> read, view, listen to, and compose a wide range of texts including print and multimodal texts. study at least one substantial print text (for example a novel, biography, or drama) study at least one substantial multimodal text (for example film or a television series) be involved in planning, research, and presentation activities as part of one individual and/or collaborative project develop a portfolio of texts they have planned, drafted, edited, and presented in written, graphic, and/or electronic forms across all the modules undertaken during the year engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers, and/or excursions. <p>In addition, students in Year 12 only are required to: study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.</p>

Key Learning Area – English	
Course: English Extension 1 (Board Developed Course)	
Course Number:	11150 English Extension (1 unit – Year 11) 15160 English Extension 1 (1 unit – Year 12)
Corequisites:	11140 English Advanced (2 units – Year 11) 15140 English Advanced (2 units – Year 12)
1 unit for each of Preliminary and HSC	
Course Description:	
<p>The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.</p> <p>Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and the way that literature shapes and reflects the global world.</p>	
Year 11 Course Content	<p>In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from, and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.</p> <p>The course has one mandatory module: Texts, Culture and Value as well as a related research project.</p>
Year 12 Course Content	<p>In the English Extension 1 Year 12 course, students explore, investigate, experiment with, and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.</p> <p>The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p> <p>The electives are:</p> <ul style="list-style-type: none"> • Literary Homelands • Worlds of Upheaval • Reimagined Worlds • Literary Mindscapes • Intersecting Worlds
Course Requirements:	
<p>Across Stage 6 the selection of texts should give students experience of the following as appropriate:</p> <ul style="list-style-type: none"> • texts that are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia. • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. 	
Year 11 course	<p>Students are required to:</p> <ul style="list-style-type: none"> • examine a key text from the past and its manifestations in one or more recent cultures. • explore, analyse and critically evaluate different examples of such texts in a range of contexts and media. • undertake a related research project.
Year 12 course	<p>Students are required to study:</p> <ul style="list-style-type: none"> • at least THREE prescribed texts for the elective study which must include two print texts (as outlined in the <i>English Stage 6 Prescriptions: Modules, Electives, and Texts Higher School Certificate 2019–2023</i> document) • at least TWO related texts.

Key Learning Area – English

Course: English Extension 2 (Board Developed Course)

Course Number:**Prerequisites:**

11150 English Extension (1 unit – Year 11) prerequisite for English Extension 1 in Year 12

15160 English Extension 1 (1 unit – Year 12) prerequisite for English Extension 2

Corequisites:

11140 English Advanced (2 units – Year 11)

15140 English Advanced (2 units – Year 12)

Course Description:

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

Year 12 Course Content

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Course Requirements:**Year 12 course**

Students are required to:

- complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry)

Key Learning Area – Mathematics	
Course: Mathematics Standard 1 (Board Developed Course)	
Course Number: 11236 Year 11 Mathematics Standard 30125 Year 12 Mathematics Standard 1	
Prerequisite: The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: <ul style="list-style-type: none"> Area and surface area Financial mathematics Linear relationships Non-linear relationships Right-angled triangles (Trigonometry) Single variable data analysis Volume some content from Equations some content from Probability. 	
Exclusions: Students may NOT study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.	
Course Description: Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.	
Course Requirements: The study of Mathematics Standard 1 in Stage 6: <ul style="list-style-type: none"> enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs. provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training. The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course. <u>Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.</u> To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. 	
Year 11 course Topic: Algebra <ul style="list-style-type: none"> Formulae and Equations Linear Relationships Topic: Measurement <ul style="list-style-type: none"> Applications of Measurement Working with Time Topic: Financial Mathematics <ul style="list-style-type: none"> Money Matters Topic: Statistical Analysis <ul style="list-style-type: none"> Data Analysis Relative Frequency and Probability 	Year 12 course Topic: Algebra <ul style="list-style-type: none"> Types of Relationships Topic: Measurement <ul style="list-style-type: none"> Right-angled Triangles Rates Scale Drawings Topic: Financial Mathematics <ul style="list-style-type: none"> Investment Depreciation and Loans Topic: Statistical Analysis <ul style="list-style-type: none"> Further Statistical Analysis Topic: Networks <ul style="list-style-type: none"> Networks and Paths

Key Learning Area – Mathematics	
Course: Mathematics Standard 2 (Board Developed Course)	
Course Number: 11236 Year 11 Mathematics Standard 15236 Year 12 Mathematics Standard 2	
Prerequisite: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of core and pathways: <ul style="list-style-type: none"> Area and surface area Financial mathematics Linear relationships Non-linear relationships Right-angled triangles (Trigonometry) Single variable data analysis Volume some content from Equations some content from Probability. 	
Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.	
Course Description:	
<p>Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.</p> <p>In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.</p> <p>All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</p> <p>The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training. 	
Main Topics Covered:	
The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:	
Year 11 Course Topic: Algebra <ul style="list-style-type: none"> Formulae and Equations Linear Relationships Topic: Measurement <ul style="list-style-type: none"> Applications of Measurement Working with Time Topic: Financial Mathematics <ul style="list-style-type: none"> Money Matters Topic: Statistical Analysis <ul style="list-style-type: none"> Data Analysis Relative Frequency and Probability 	Year 12 Course Topic: Algebra <ul style="list-style-type: none"> Types of Relationships Topic: Measurement <ul style="list-style-type: none"> Non-right-angled Trigonometry Rates and Ratios Topic: Financial Mathematics <ul style="list-style-type: none"> Investments and Loans Annuities Topic: Statistical Analysis <ul style="list-style-type: none"> Bivariate Data Analysis The Normal Distribution Topic: Networks <ul style="list-style-type: none"> Network Concepts Critical Path Analysis

Key Learning Area – Mathematics	
Course: Mathematics Advanced (Board Developed Course)	
Course Number: 11255 Year 11 Mathematics Advanced 15255 Year 12 Mathematics Advanced	
Prerequisite: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of core and pathways, <ul style="list-style-type: none"> Algebraic techniques Surds and indices Equations Linear relationships Trigonometry and Pythagoras' theorem Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships Properties of Geometrical Shapes. 	
Exclusions: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course, but they must study Advanced Maths.	
Course Description:	
<p>The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty, and generality.</p> <p>The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop their knowledge, understanding, and skills in working mathematically and in communicating concisely and precisely. provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modeling and use these models to solve problems related to their present and future needs. provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection, and reasoning. provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. This course is recommended for STEM careers. 	
Main Topics Covered:	
The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:	
Year 11 Course Topic: Functions <ul style="list-style-type: none"> Working with Functions Topic: Trigonometric Functions <ul style="list-style-type: none"> Trigonometry and Measure of Angles Trigonometric Functions and Identities Topic: Calculus <ul style="list-style-type: none"> Introduction to Differentiation Topic: Exponential and Logarithmic Functions <ul style="list-style-type: none"> Logarithms and Exponentials Topic: Statistical Analysis <ul style="list-style-type: none"> Probability and Discrete Probability Distributions 	Year 12 Course Topic: Functions <ul style="list-style-type: none"> Graphing Techniques Topic: Trigonometric Functions <ul style="list-style-type: none"> Trigonometric Functions and Graphs Topic: Calculus <ul style="list-style-type: none"> Differential Calculus The Second Derivative Integral Calculus Topic: Financial Mathematics <ul style="list-style-type: none"> Modelling Financial Situations Topic: Statistical Analysis <ul style="list-style-type: none"> Descriptive Statistics and Bivariate Data Analysis Random Variables

Key Learning Area – Mathematics

Course: Mathematics Extension 1 (Board Developed Course)

Course Number:

11250 Year 11 Mathematics Extension
15250 Year 12 Mathematics Extension 1

Prerequisite:

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

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

Exclusions:

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

Course Description:

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The study of Mathematics Extension 1 in Stage 6:

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

Main Topics Covered:

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

Year 11 Course**Topic: Functions**

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Topic: Calculus

- Rates of Change

Topic: Combinatorics

- Working with Combinatorics

Year 12 Course**Topic: Proof**

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

Topic: Statistical Analysis

- The Binomial Distribution

Key Learning Area – Mathematics

Course: Numeracy (Content Endorsed Course)

Course Number:

30130 Numeracy (2 units – Year 11)

30140 Numeracy (2 units – Year 12)

Prerequisite: NIL

Exclusion: NIL

Course Description:

The Numeracy course builds on the knowledge, skills, and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

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

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

This is a CEC course and does not count towards an ATAR. It does not have a HSC exam.

Course Requirements:

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

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

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

Year 11 Course

The Numeracy Year 11 course content comprises 2 modules.

The modules are divided into content areas.

Module 1:

- 1: Whole numbers
- 2: Operations with whole numbers
- 3: Distance, area and volume
- 4: Time
- 5: Data, graphs and tables

Module 2:

- 1: Fractions and decimals
- 2: Operations with fractions and decimals
- 3: Metric relationships
- 4: Length, mass and capacity
- 5: Chance

Year 12 Course

The Numeracy Year 12 course content comprises 2 modules.

The modules are divided into content areas.

Module 3:

- 1: Percentages
- 2: Operations with numbers
- 3: Finance
- 4: Location, time and temperature
- 5: Space and design

Module 4:

- 1: Rates and ratios
- 2: Statistics and probability
- 3: Exploring with NRMT

Key Learning Area – Science
Course: Biology (Board Developed Course)
Course Number: 15030 Year 12 - Biology (2 units) 11030 Year 11 – Biology (2 units)
Exclusions: NIL <i>2 units for Preliminary and HSC</i>
Course Description:
Year 11 Course Content The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.
Year 12 Course Content The Year 12 course investigates reproduction, inheritance patterns, and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention, and control of infectious and non-infectious diseases.
Particular Course Requirements:
<ul style="list-style-type: none"> Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is also mandated in Year 11 and is an integral part of the learning process.
Main Topics Covered:
Year 11 Course The Year 11 course consists of four modules. <ul style="list-style-type: none"> Module 1 Cells as the Basis of Life Module 2 Organisation of Living Things Module 3 Biological Diversity Module 4 Ecosystem Dynamics
Year 12 Course The Year 12 course consists of four modules. <ul style="list-style-type: none"> Module 5 Heredity Module 6 Genetic Change Module 7 Infectious Disease Module 8 Non-infectious Disease and Disorders

Key Learning Area – Science
Course: Chemistry (Board Developed Course)
Course Number: 11050 Chemistry (2 units – Year 11) 15050 Chemistry (2 units – Year 12) Exclusions: NIL
<i>2 units for Preliminary and HSC</i>
Course Description:
Year 11 Course Content The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.
Year 12 Course Content The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.
Particular Course Requirements:
<ul style="list-style-type: none"> Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.
Main Topics Covered:
Year 11 Course The Year 11 course consists of four modules. <ul style="list-style-type: none"> Module 1 Properties and Structure of Matter Module 2 Introduction to Quantitative Chemistry Module 3 Reactive Chemistry Module 4 Drivers of Reactions
Year 12 Course The Year 12 course consists of four modules. <ul style="list-style-type: none"> Module 5 Equilibrium and Acid Reactions Module 6 Acid/base Reactions Module 7 Organic Chemistry Module 8 Applying Chemical Ideas

Key Learning Area – Science
Course: Physics (Board Developed Course)
Course Number: 11310 Physics (2 units – Year 11) 15330 Physics (2 units – Year 12) Exclusions: NIL
<i>2 units for Preliminary and HSC</i>
Course Description:
Year 11 Course Content The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.
Year 12 Course Content The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.
Particular Course Requirements:
<ul style="list-style-type: none"> Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.
Main Topics Covered:
Year 11 Course Core Modules <ul style="list-style-type: none"> Module 1 Kinematics Module 2 Dynamics Module 3 Waves and Thermodynamics Module 4 Electricity and Magnetism
Year 12 Course <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

Key Learning Area – Science
Course: Earth and Environmental Science (Board Developed Course)
Course Number: 11100 Earth and Environmental Science (2 units – Year 11) 15100 Earth and Environmental Science (2 units – Year 12) Exclusions: NIL
<i>2 units for Preliminary and HSC</i>
Course Description:
Year 11 Course Content The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface.
Year 12 Course Content The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.
Particular Course Requirements:
<ul style="list-style-type: none"> Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.
Main Topics Covered:
Year 11 Course The Year 11 course consists of four modules. <ul style="list-style-type: none"> Module 1 Earth's Resources Module 2 Plate Tectonics Module 3 Energy Transformations Module 4 Human Impacts
Year 12 Course The Year 12 course consists of four modules. <ul style="list-style-type: none"> Module 5 Earth's Processes Module 6 Hazards Module 7 Climate Science Module 8 Resource Management

Key Learning Area – Science
Course: Investigating Science (Board Developed Course)
Course Number: 11215 Investigating Science (2 units – Year 11) 15215 Investigating Science (2 units – Year 12) Exclusions: NIL
<i>2 units for Preliminary and HSC</i>
Course Description:
Year 11 Course Content The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.
Year 12 Course Content The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.
Particular Course Requirements:
<ul style="list-style-type: none"> Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.
Main Topics Covered:
Year 11 Course The Year 11 course consists of four modules. <ul style="list-style-type: none"> Module 1 Cause and Effect - Observing Module 2 Cause and Effect – Inferences and Generalisations Module 3 Scientific Models Module 4 Theories and Laws
Year 12 Course The Year 12 course consists of four modules. <ul style="list-style-type: none"> Module 5 Scientific Investigations Module 6 Technologies Module 7 Fact or Fallacy? Module 8 Science and Society

Key Learning Area – Human Society and its Environment
Course: Ancient History (Board Developed Course)
Course Number: 11020 Ancient History (2 units – Year 11) 15020 Ancient History (2 units – Year 12)
<i>2 units for Preliminary and HSC</i>
Course Description:
Year 11 Course Content The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.
Year 12 Course Content The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.
Course Requirements:
Year 11 Course In the Year 11 course, students undertake at least TWO case studies. <ul style="list-style-type: none"> One must be from Egypt, Greece, Rome or Celtic Europe, and One must be from Australia, Asia, the Near East or the Americas.
Year 12 course The course requires study from at least TWO of the following areas: <ul style="list-style-type: none"> Egypt Near East China Greece Rome
Main Topics Covered:
Year 11 Course The Year 11 course comprises three sections. <ul style="list-style-type: none"> Investigating Ancient History Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies Features of Ancient Societies Students study at least two ancient societies Historical Investigation Historical concepts and skills are integrated with the studies undertaken in Year 11.
Year 12 Course The Year 12 course comprises four sections. <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 Historical concepts and skills are integrated with the studies undertaken in Year 12.

Key Learning Area – Human Society and its Environment

Course: History Extension (Board Developed Course)

Prerequisites:

Either of the following is a prerequisite for entry into Year 12 History Extension:

11020 Ancient History (2 units – Year 11)

11270 Modern History (2 units – Year 11)

Corequisites:

Either of the following is a co-requisite for Year 12 History Extension:

15020 Ancient History (2 units – Year 12)

15270 Modern History (2 units – Year 12)

1 unit for HSC only

Course Description:

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

Course Requirements:

The course requires students to undertake:

- one case study
- the development of one History Project.

Main Topics Covered:

Year 12 course

The course comprises two sections.

Constructing History

- **Key questions**
 - Who are historians?
 - What are the purposes of history?
 - How has history been constructed, recorded and presented over time?
 - Why have approaches to history changed over time?
- **Case studies**
 - Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

History Project

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

Key Learning Area – Human Society and its Environment
Course: Modern History (Board Developed Course)
Course Number: 11270 Modern History (2 units – Year 11) 15270 Modern History (2 units – Year 12) Exclusions: NIL
<i>2 unit for each of Preliminary and HSC</i>
Course Description:
Year 11 Course Content The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.
Year 12 Course Content The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.
Course Requirements:
Year 11 Course In the Year 11 course, students undertake at least TWO case studies. <ul style="list-style-type: none"> One case study must be from Europe, North America or Australia, AND One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.
Year 12 Course Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.
Main Topics Covered:
Year 11 Course The Year 11 course comprises three sections. <ul style="list-style-type: none"> Investigating Modern History <ul style="list-style-type: none"> Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies. Historical Investigation The Shaping of the Modern World <ul style="list-style-type: none"> At least ONE study from 'The Shaping of the Modern World' is to be undertaken. Historical concepts and skills are integrated with the studies undertaken in Year 11.
Year 12 Course The Year 12 course comprises four sections. <ul style="list-style-type: none"> Core Study: Power and Authority in the Modern World 1919–1946 One 'National Studies' topic One 'Peace and Conflict' topic One 'Change in the Modern World' topic Historical concepts and skills are integrated with the studies undertaken in Year 12.

Key Learning Area – Human Society and its Environment
Course: Business Studies (Board Developed Course)
Course Number: 11040 Business Studies (2 units – Year 11) 15040 Business Studies (2 units – Year 12) Exclusions: NIL
<i>2 units for Preliminary and HSC</i>
Course Description:
<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 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>
Particular Course Requirements:
In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.
Main Topics Covered:
Year 11 course <ul style="list-style-type: none"> • Nature of business: The role and nature of business • Business management: The nature and responsibilities of management • Business planning: Establishing and planning a small to medium enterprise
Year 12 course <ul style="list-style-type: none"> • Operations: Strategies for effective operations management • Marketing: Development and implementation of successful marketing strategies • Finance: Financial information in the planning and management of business • Human resources: Human resource management and business performance

Key Learning Area – Human Society and its Environment
Course: Geography (Board Developed Course)
Course Number: 11190 Geography (2 units – Year 11) 15190 Geography (2 units – Year 12)
Exclusions: NIL
<i>2 unit for each of Preliminary and HSC</i>
Course Description:
Year 11 and 12 Course Content. The geography course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability, and change. Students investigate natural systems; people, patterns and processes; and human-environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.
Particular Course Requirements:
Students complete a geographical investigation and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports through the year and complete a final HSC examination.
Main Topics Covered:
Year 11 course. Earth's natural systems Students investigate the diverse landscapes of the Earth's surface and its distinctive physical features. They examine the cycles, circulations, interconnections, and spatial patterns that combine to form the Earth's integrated system and investigate natural processes, cycles, and circulations that change the Earth's land and water cover. People, patterns, and processes Students investigate evidence of human diversity across the Earth's surface. They examine the spatial patterns and extent of the human footprint, and the human transformations shaping those patterns. Human-environment interactions Students investigate the global nature of land cover change, from temporal and spatial perspectives, as they examine the long-term development of natural systems compared to the short time frame of human activity. Geographical Investigation Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills, and tools.
Year 12 Course Global sustainability Students investigate sustainability in the contemporary world, including principles of, and actions for, sustainability. Rural and urban places Students investigate the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale. Ecosystems and global biodiversity Students investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.

Key Learning Area – Human Society and its Environment
Course: Legal Studies (Board Developed Course)
Course Number: 11220 Legal Studies (2 units – Year 11) 15220 Legal Studies (2 units – Year 12) Exclusions: NIL
<i>2 unit for each of Preliminary and HSC</i>
Course Description:
Year 11 Course Content The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution, and law reform. It examines an individual's rights and responsibilities, how disputes are resolved, and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing, and synthesising legal information and investigating legal issues from a variety of perspectives.
Year 12 Course Content 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.
Main Topics Covered:
Year 11 Course <ul style="list-style-type: none"> • Part I – The Legal System • Part II – The Individual and the Law • Part III – The Law in Practice The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.
Year 12 Course <ul style="list-style-type: none"> • Core Part I: Crime • Core Part II: Human Rights • Part III: Two options Two options are chosen: <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter • Workplace • World order. Each topic's themes and challenges should be integrated into the study of the topic.

Key Learning Area – Creative and Performing Arts
Course: Drama (Board Developed Course)
<p>Course Number: 11090 Drama (2 units – Year 11) 15090 Drama (2 units – Year 12)</p> <p>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>
<i>2 unit for each of Preliminary and HSC</i>
Course Description:
Students study the practices of Making, Performing and Critically Studying in Drama. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.
Particular Course Requirements:
<p>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.</p> <p>In preparing for the group performance, the published 'Course Prescriptions' include a topic list which is used as a starting point.</p> <p>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 should base their work on one of the texts listed in the published text list.</p> <p>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.</p> <p>Students selecting Drama are required to keep a logbook of the development of each of the components: Group performance and Individual Project.</p>
Main Topics Covered:
<p>Year 11 Course</p> <p>Students engage with these components (making, performing and critically studying) through collaborative and individual experiences.</p> <p>Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance, and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p>
<p>Year 12 Course</p> <p>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. Learning comes from practical experiences in each of these areas.</p>
<p>Group Performance</p> <p>Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</p>
<p>Individual Project</p> <p>Students demonstrate their expertise in a particular area. They choose one project from:</p> <ul style="list-style-type: none"> • Critical Analysis • Design • Performance • Script-writing • Video Drama.
<p>Topics</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project

Key Learning Area – Creative and Performing Arts
Course: Visual Arts (Board Developed Course)
Course Number: 11380 Visual Arts (2 units – Year 11) 15400 Visual Arts (2 units – Year 12) 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 <i>2 unit for each of Preliminary and HSC</i>
Course Description: Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop their own artworks, culminating in a 'body of work' in the HSC course. 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.
Particular Course Requirements:
Year 11 Course Content <ul style="list-style-type: none"> artworks in at least two expressive forms and use of a process diary a broad investigation of ideas in art making, art criticism and art history.
Year 12 Course Content <ul style="list-style-type: none"> development of a body of work and use of a process diary a minimum of five Case Studies (4–10 hours each) deeper and more complex investigations in art making, art criticism and art history.
Main Topics Covered:
Year 11 Course Preliminary Course learning opportunities focus on: <ul style="list-style-type: none"> the nature of practice in artmaking, art criticism and art history through different investigations the role and function of artists, artworks, the world and audiences in the artworld the different ways the visual arts may be interpreted and how students might develop their own informed points of view how students may develop meaning and focus and interest in their work building understandings over time through various investigations and working in different forms.
Year 12 Course HSC Course learning opportunities focus on: <ul style="list-style-type: none"> how students may develop their practice in artmaking, art criticism, and art history how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations how students may further develop meaning and focus in their work.
Course Fees;
\$60 per year

Key Learning Area – Personal Development, Health and Physical Education
Course: Health and Movement Science – formally PDHPE (Board Developed Course)
Course Number: TBA - Health and Movement Science (2 units – Year 12) TBA - Health and Movement Science (2 units – Year 11) Exclusions: NIL
<i>2 unit for each of the Preliminary and HSC</i>
Course Description:
Year 11 Course Content Students will explore the meaning of health from different perspectives. There will be a focus on the health of young people, with students having the opportunity to research a selected health issue of interest. Students will investigate how body systems influence and respond to movement and understand the interrelationships between these systems for efficient movement. Students consider how movement skills are acquired, developed, and improved, by exploring the characteristics of learners, the acquisition of skill, practice methods, performance elements and feedback. They investigate the relationship between performance and psychological factors, including motivational strategies, and the impact communities of exercise can have on participation and performance.
Year 12 Course Content Students will explore how healthy Australians are by comparing the health status of Australians within and across population groups. Students examine major chronic conditions, diseases and injury, and the impact these conditions can have on the healthcare system. Students evaluate the healthcare system in Australia and explore the roles government and non-government organisations play in improving health. Students investigate the significance of Training for Improved Performance. This includes recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations. Students compare training plans and programs for recreational or elite individuals and groups, applying their understanding of biomechanics, injury prevention, training methods, and technology to analyse how athletes can train for sustained movement and performance. Students explore the importance of nutrition, and how nutrition and supplementation affect an individual's performance.
Particular Course Requirements:
Year 11 The requirements for the Depth Studies include: <ul style="list-style-type: none"> - a total of 20 hours of in-class time allocated in Health for Individuals and Communities and/or The Body and Mind in Motion - a minimum of 2 Depth Studies - knowledge and understanding, and skill outcomes, to be addressed in each depth study. Year 12 The requirements for the Depth Studies include: <ul style="list-style-type: none"> - a total of 30 hours of in-class time allocated in Health in an Australian and Global Context and/or Training for Improved Performance - a minimum of 2 Depth Studies - knowledge and understanding, and skill outcomes, to be addressed in each depth study. - one depth study must be formally assessed as a school-based assessment task.
Main Topics Covered:
Year 11 Course (120 hours) The Year 11 course comprises 4 components. Students are required to study all 4 components of the course. <ul style="list-style-type: none"> • Health for individuals and communities – 40 hours • The body and mind in motion – 40 hours • Collaborative Investigation – 20 hours • Depth studies (a minimum of 2) – 20 hours
Year 12 Course (120 hours) The Year 12 course comprises 3 components. Students are required to study all 3 components of the course. <ul style="list-style-type: none"> • Health in an Australian and global context – 45 hours • Training for improved performance – 45 hours • Depth studies (a minimum of 2) – 30 hours

Key Learning Area – Technological and Applied Studies (TAS)
Course: Agriculture (Board Developed Course)
Course Number: 15010 Agriculture (2 units – Year 12) 11010 Agriculture (2 units – Year 11)
Exclusions: NIL
<i>2 unit for each of Preliminary and HSC</i>
Course Description:
Year 11 Course Content The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issues of sustainability of the farming system. This is an 'on-farm', environment-orientated course.
Year 12 Course Content The Higher School Certificate course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production and places a greater emphasis on farm management to maximise productivity and environmental sustainability. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from both national and international perspectives. This is achieved through the farm product study. Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.
Particular Course Requirements:
Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.
Main Topics Covered:
Year 11 <ul style="list-style-type: none"> • Overview of Australian Agriculture (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%)
Year 12 Core Topics (80%) <ul style="list-style-type: none"> • Plant/Animal Production (50%) • Farm/Product Study (30%)
Optional Components (20%) Choose 1 Elective <ul style="list-style-type: none"> • Agri-food, Fibre and Fuel Technologies • Climate Challenge • Farming for the 21st Century

Key Learning Area – Technological and Applied Studies (TAS)
Course: Design and Technology (Board Developed Course)
Course Number: 15080 Design and Technology (2 units – Year 12) 11080 Design and Technology (2 units – Year 11)
Exclusions: NIL <i>2 unit for each of Preliminary and HSC</i>
Course Description:
Year 11 Course Content The Preliminary course will involve a minimum of two design projects. Each project will place emphasis on the development of different skills and knowledge in designing and producing. Students must participate in hands-on, practical activities to achieve the outcomes of this course. Students should 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. Design projects must involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio, which may be in a variety of different forms. Students should be encouraged to communicate their design ideas using a range of appropriate media.
Year 12 Course Content The HSC course includes the development and realisation of the major design project, a case study of an innovation and other teaching and learning activities. The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. The students relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects. The case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation; analyse ethical issues in relation to the innovation; and discuss the impact of the innovation on Australian society. They may also be able to apply processes similarly in the exploration and development of the major design project.
Particular Course Requirements:
As part of this study, students will complete a major design project.
Main Topics Covered:
Year 11 Designing and Producing The study of design theory and practice, design processes, factors affecting designing and producing, design and production processes in domestic, community, industrial and commercial settings, technologies in industrial and commercial settings, environmental and social issues, creative approaches to design, collaborative approaches to design, project analysis, marketing and market research, techniques, materials, tools and other resources, the realisation of ideas through the manipulation of techniques, materials tools and other resources, work health and safety, evaluation, project management, factors affecting management, communication, research methods, interpreting and presenting data, ethics in research, manufacturing and production, computer-based technologies. As part of this study, students will complete a minimum of two design projects.
Year 12 Innovation and Emerging Technologies The study of designs and design practice, factors which may impact on successful innovation, entrepreneurial activity, the impact of emerging technologies, the impact on Australian society, historical and cultural influences, ethical and environmental issues, creativity. As part of this study, students will complete a case study of an innovation which includes reference to the above factors. Designing and Producing The study of Project proposal and project management – identification and exploration of the need – areas of investigation – criteria to evaluate success – action, time and finance plans, Project development and realisation – design theory and practice – creativity – research – development and evaluation of ideas – study of practices in industrial and commercial settings – production techniques – communication – safe working practices – selection and use of resources, Project evaluation – criteria for evaluation – analysis of evaluation – impact of the major design project on the individual, society and the environment.
Course Fees:
\$90 per year

Key Learning Area – Technological and Applied Studies (TAS)
Course: Food Technology (Board Developed Course)
Course Number: 15180 Food Technology (2 units – Year 12) 11180 Food Technology (2 units – Year 11) Exclusions: NIL
<i>2 unit for each of Preliminary and HSC</i>
Course Description:
Year 11 Course Content The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.
Year 12 Course Content The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.
Particular Course Requirements:
There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.
Main Topics Covered:
Year 11 <ul style="list-style-type: none"> • Food Availability and Selection • Food Quality • Nutrition
Year 12 <ul style="list-style-type: none"> • The Australian Food Industry • Food Manufacture • Food Product Development • Option – Contemporary Food Issues in Nutrition
Course Fees:
\$90 per year

Key Learning Area – Technological and Applied Studies (TAS)
Course: Industrial Technology (Board Developed Course)
Course Number: 15200 Industrial Technology (2 units – Year 12) 11200 Industrial Technology (2 units – Year 11) Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed courses <i>2 unit for each of Preliminary and HSC</i>
Course Description: Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices. The Focus Areas include Graphics Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.
Particular Course Requirements: In the Preliminary course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.
Main Topics Covered: Year 11 The following sections are taught in relation to the relevant focus area through several mirror projects. <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety • Design and Management – designing, drawing, computer applications, project management • Workplace Communication – literacy, calculations, graphics • Industry-specific Content and Production. Year 12 The following sections are taught in relation to the relevant focus area through the development of a Major Project and Folio and a study of the relevant industry: <ul style="list-style-type: none"> • Industry Study • Design and Management • Workplace Communication • Industry-specific Content and Production.
Course Fees:
\$95 per year



Information for Students Undertaking School Delivered VET Courses

The Wagga Wagga Registered Training Organisation (RTO) 90333 is responsible for Vocational Education and Training (VET) courses delivered in NSW public schools.

VET courses offer dual accreditation and students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and a nationally accredited qualification, Certificate or Statement of Attainment.

NSW Education Standards (NESA) Board Developed Industry Curriculum Framework VET courses contribute to an Australian Tertiary Admission Rank (ATAR).

Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Only ONE Category B course can be used towards an ATAR.

NESA Board Endorsed VET Courses do not have a HSC Examination cannot be used towards an ATAR.

Refer to the NSW Education Standards Authority website (NESA) for VET, any exclusions, rules and procedures.

Optional External HSC Examination

Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

Assessment Procedures

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, collected by an assessor and judged against agreed industry standards. Assessments include those practical in nature and reflect the type of tasks that would be required to be performed in the workplace and written tasks that assess knowledge and understanding of concepts related to the course.

Evidence of competence can be collected by the assessor in a variety of ways. Like all other HSC courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios and practical demonstrations. Students are deemed either competent or not competent following an assessment.

No grades or marks are awarded through competency based assessments. The school will provide an assessment scope and sequence for each VET course.

Student Selection, enrolment and induction procedures

Stage 6 VET courses are available to all students in years 11 and 12 upon the completion of a RTO VET Enrolment Form with a validated Unique Student Identifier (USI). Year 9 do NOT undertake "early commencement/acceleration" of Stage 6 VET courses. Your school will seek RTO advice in regards to individual student learning plans.

Students must complete a VET induction in class at the commencement of the course. Students sign a student declaration to confirm that they have completed the induction as part of their enrolment procedures. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures (RPL), credit transfer (CT), assessment procedures, and information regarding student rights and responsibilities. Students are able to refer to the RTO's Student Guide for VET process and procedure information.

Fees and charges

Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction and on the course information sheet.

VET Enrolment

All students enrolled in a VET course must complete the RTO VET Enrolment Form as part of the subject selection process. LLN testing is incorporated in the pre-enrolment process.

Freedom of Information and Privacy

Students' rights to privacy and access to information are outlined in the Freedom of Information and Privacy policy. All staff members are required to abide by the Department's Privacy Code of Practice.

Credit Transfer and Recognition of Prior Learning (RPL)

Credit transfer (CT) is available to students who produce evidence of achievement of competency from another RTO. Schools will seek RTO advice on how this CT evidence is to be validated. RPL may also be available to students who can provide sufficient evidence of skills attained previously. RPL applications must be completed on enrolment or before training. Students seeking RPL should follow the RPL procedure outlined in the RTO Student Guide.

Work Placement

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction. Work placement induction will also be undertaken to assist students to be work ready before the first work placement. Students are required to complete a Work Placement Journal during work placement.

School Based Apprenticeships and Traineeships (SBATs)

The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work.

SBATs must complete formal training that is delivered by a RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC.

Students wanting to find out more information regarding SBATs should contact the school's careers adviser. The following website is also a key source of information regarding SBATs: www.sbatinnsw.info

Unique Student Identifier

All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI) on enrolment.

The USI provides easy access through an online account to all VET training records and results throughout life.

2025 Construction Course Descriptor

CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

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

Course: Construction

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120>. You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the construction industry

- | | |
|--|---|
| <ul style="list-style-type: none"> • carpentry • joinery | <ul style="list-style-type: none"> • bricklaying • builder's labourer |
|--|---|

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$90 HSC - \$90

Plus, School-specific equipment and associated requirements for students eg White card course. (site-specific information)

Refunds

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

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

Exclusions: Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Cookery Course Descriptor

SIT20421 Certificate II in Cookery

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

Course: Hospitality (Cookery)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery

<https://training.gov.au/training/details/SIT20421>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- | | |
|-------------------------|-------------------|
| • teamwork | • adaptability |
| • attention to detail | • communication |
| • organisational skills | • problem solving |

Examples of occupations in the hospitality industry

- | | | |
|--------------------|-------------------------|------------------|
| • assistant cook | • food preparation cook | • breakfast cook |
| • short order cook | • chef | • sandwich hand |

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$100 HSC - \$100

Plus school specific equipment and associated requirements for students eg uniform purchase, White card course.(site specific information)

Refunds

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

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

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

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

2025 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage) Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
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By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study that will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

- | | | |
|------------------------------------|---------------------------|---|
| • food and beverage attendant | • restaurant host/hostess | • function attendant |
| • espresso coffee machine operator | • receptionist | • barista and café service administration |

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$100 HSC - \$100
Plus, School specific equipment and associated requirements for students eg uniform White card course (site-specific information).

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

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

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

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

2025 Primary Industries Course Descriptor

AHC20122 Certificate II in Agriculture

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

Course: Primary Industries

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

HSC credit – 4 units

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

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

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

Transferrable industry skills gained in this course

- risk management
- time management
- basic emergency response
- communication
- problem-solving
- decision making

Examples of occupations in the agriculture industry

- farm or station hand/labourer
- shearing hand
- nursery assistant
- livestock worker

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$NIL HSC - \$NIL
Plus school specific equipment and associated requirements for students eg White card course (site specific information).

Refunds

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

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

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

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

APPENDIX 1 EXCERPTS – EDUCATION ACT

The following information from the [Education Act 1990 No 8](#) underpins NESA's rules and regulations. In the legislation, 'the Authority' refers to NESA. The numbers '95' and '12' refer to the corresponding sections of the legislation. More specific information is provided in Section 2 – HSC checklist and reminders.

12 Curriculum for Higher School Certificate candidates

(1) The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,
- (b) those courses of study are to include a course of study in English,
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

95 Higher School Certificate

(1) Higher School Certificates are to be granted by the Authority to students:

- (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
- (b) who:
 - (i) have attended a government school, or
 - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
 - (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
- (c) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
- (d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
- (e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
- (f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.

(2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.

(3) The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in opinion of the Authority, be justified.

APPENDIX 2

Pattern of study checklist

Students who will complete the HSC in 2025 should meet the following pattern of study requirements:

- ☐ at least 12 units of Year 11 courses and
- ☐ at least 10 units of Year 12 courses.

Check that both patterns include:

- ☐ at least 6 units of Board Developed Courses
- ☐ at least 2 units of a Board Developed Course in English
- ☐ at least 3 courses of 2 units value or greater
(either Board Developed or Board Endorsed courses)
- ☐ at least 4 subjects
- ☐ a maximum of 6 Year 11 units and 7 Year 12 units from courses in science,
where science is included.

Refer to:

ACE 8005: [Pattern of study for the Higher School Certificate](#)

ACE 8006: [Pattern of study for Higher School Certificate Science](#)

Also check the pattern of study to ensure:

- ☐ students meet eligibility requirements for English EAL/D and languages
- ☐ students have completed 'HSC: All My Own Work' (or its equivalent)
- ☐ there are no exclusions in the course combinations
- ☐ students seeking an Australian Tertiary Admission Rank (ATAR) meet eligibility requirements
- ☐ Board Endorsed Courses (BEC) have current endorsement.

Please note information on:

- ☐ [school-based assessment and reporting](#) requirements
- ☐ [students with disability](#).

Refer to:

School BEC decision letters or check BEC decisions via [Schools Online Syllabuses A-Z \(Stage 6\)](#) for course descriptions of relevant syllabuses

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