

Cowra High School



Senior
Subject Selection Booklet
Year 11 2026

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LETTER TO STUDENTS

Dear Student,

The next two years will be challenging and rewarding. During this time, you will develop knowledge, skills and most importantly values to successfully transition from the relatively secure and predictable secondary education environment to engaged citizens in a complex and dynamic society.

As a student in the senior years, you will experience more independence and privileges. However, with this comes increased responsibility. To succeed at a high level, each student in Years 11 and 12 must either have, or quickly develop, independent learning skills. This means you must be able to organise yourself and allocate time carefully to study and to participate in other pursuits to ensure you achieve your educational goals. The teaching team at Cowra High School will assist you to do this.

Educators at Cowra High School are committed to working with you to achieve your goals. You will experience a nurturing, yet challenging learning environment that, combined with your continued effort and application, will help to maximise your achievement.

We have organised this Subject Booklet so that you and your parents have a clear understanding of the wide range of subjects and pathways on offer over the next two years. The Vocational Education and Training (VET) subjects in this booklet are particularly relevant to those students seeking a qualification, entering the workforce, or completing a trade beyond school.

Each of you will need to make choices about subjects and patterns of study over the coming days and weeks. As part of this process, you may have an interview with a supportive team of teachers. The interview will help guide your selections to ensure the subjects and levels you choose are appropriate for your future studies and career aspirations. Please also be encouraged to talk with teachers and Head Teachers to ensure your selections of levels within subjects match your skills and future aspirations. This is particularly important for English and Mathematics.

Cowra High School's aim is to celebrate your Higher School Certificate achievement with you, and ensure you have confidence in your learning, ability and future career goals.

Good luck with your selections, and all the very best for the journey ahead.

All the very best,



Mr Anthony Hamer
Relieving Principal
Cowra High School

HIGHER SCHOOL CERTIFICATE (HSC)

Course requirements

To obtain a Higher School Certificate (HSC) you must first complete the Year 11 Course for each subject you choose. Year 11 Courses are studied in Terms 1, 2 and 3 of Year 11 and must be successfully completed before a student may progress to the HSC Course. HSC Courses commence in Term 4 of Year 11 and conclude with the HSC Examination in Term 4 of Year 12.

Courses are offered in units. One unit of study is equal to approximately 60 hours of study over each year. Most Courses offered are 2 units: that is, 120 hours of study per year per Course.

Requirements for the award of the HSC:

1. For the Year 11 Course you must select at least 12 units of study. For the HSC (Year 12) Course you must complete at least 10 units of study.
2. You must study at least 6 units of Board Developed Courses including:
 - at least 2 units of English (English is the only compulsory Course to be awarded a HSC).
 - at least 3 Courses with 2 or more units, either Board Developed or Board Endorsed Course
 - 4 subjects
3. Some Courses have specific rules and prerequisites. For instance, while you can include 2 units of English Studies in your 6 units of Board Developed Courses, it will only count towards your Australian Tertiary Admission Rank (ATAR) if you sit the optional HSC Examination.

Course Selection

There are two types of Courses in the senior school:

Board Developed Courses are designed by NESA, Teaching and Educational Standards and conclude with a HSC Examination at the end of Year 12. An Australian Tertiary Admissions Rank (ATAR) is calculated using marks from this type of Course. The ATAR is explained on bottom of page 8.

Board Endorsed Courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC Examination and do not contribute towards the calculation of an ATAR. These include Content Endorsed Courses, VET Board Endorsed Courses, School developed Board Endorsed Courses and University developed Board Endorsed Courses.

Board Developed Courses and Board Endorsed Courses may be general education Courses or vocational education (VET) Courses. A VET Course provides students with some of the skills and qualifications necessary for future traineeships or apprenticeships. They enable students to gain part of the employment qualification training while still at school.

SELECTIONS

Most students will choose 6 two unit subjects for Year 11 pattern of study. The exceptions are:

- students choosing 1 Unit Extension Courses will be required to have 13 units
- students choosing a 4 Unit TAFE/VET Course will be required to have 14 Units.

Choosing your Courses

Your aim is to get the best HSC result you can. So, you should choose Courses that you are good at, interested in and may use in the future.

When considering which Courses to study, explore the content of the Course. For example, what are the Course outcomes? Will you be required to submit a major work or perform as part of your exams? Talk with your teachers about your strengths and weaknesses as well as individual Course requirements, before making your selections.

If you choose Courses you dislike or find too difficult, just because your proposed career needs them, you probably need to reconsider your career choice. Many Courses at senior level are harder than you have attempted so far and if you are serious about doing your best, you will need to study longer hours at home.

When deciding on the difficulty of Courses be guided by the opinions of teachers who know your ability.

Pathways Program of Study

A Higher School Certificate may be accumulated over a period of up to five years. If you wish to extend the time taken to obtain your HSC to allow for other activities such as work, family commitments, please seek the advice of the School's Careers Adviser.

Study Lessons

All senior students are expected to remain at school for the entire day. When a student does not have a timetabled lesson, they are to attend study in the Health Hub. A roll is marked for study and students who fail to attend are processed through the school truancy procedures.

All My Own Work (AMOW)

All My Own Work (AMOW) is designed to give students the opportunity to understand, value and use ethical practices when locating and using information during their studies. This includes following the principles of ethical practice to avoid malpractice when students prepare their work.

To be eligible for entry into a Preliminary and/or Higher School Certificate (HSC) Course, and for the award of the HSC, all students must complete AMOW. Students studying a full Stage 6 Life Skills pattern of study are not required to complete AMOW. The AMOW modules must be completed prior to a student's first assessment task.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The RoSA is a cumulative record of achievement that includes a student's record of academic achievement up until the date they leave school. The ROSA was introduced in 2012.

The RoSA records (where applicable):

- completed Stage 5 (Year 10) Courses and grades
- completed Preliminary Stage 6 (Year 11) Courses and grades
- HSC (Year 12) results
- Any uncompleted Preliminary Stage 6 Courses or HSC Courses

The RoSA is useful to students leaving school before the HSC because they can show it to potential employers or places of further learning.

Students who have not met the HSC Minimum Standard to receive their HSC, can receive a RoSA.

EXTENSION COURSES

Extension study is available in a number of subjects. Extension Courses build on the content of the 2 unit Course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit Course, extension Courses are available in English, Mathematics, History and Science.

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

THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank (ATAR) has nothing to do with NESA, nor the Department of Education. The ATAR is calculated by the Universities Admissions Centre (UAC), using data provided by NESA. The ATAR provides a measure of overall academic achievement in the HSC that assists universities in ranking applicants for university selection. Admission to most university Courses is based on the performance in the HSC with applicants ranked on the basis of their ATAR.

Other criteria such as portfolio, interview, audition or questionnaire may also be taken into account for certain Courses in conjunction with the ATAR. For further details on the universities' selection criteria refer to their entries in the relevant UAC Guide.

HSC students who indicate on their HSC Entry Form that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC at about the same time as they receive their HSC results from NESA.

The ATAR is a number between 0.00 and 99.95 with increments of 0.05. An ATAR of 80.00 indicates that a student is in the top 20 per cent of his or her cohort.

Further information can be found at <https://www.uac.edu.au/future-applicants/atar/atar-eligibility>.

CHANGING SUBJECTS/COURSES

Changing Preliminary Courses

1. Students may request a change of Preliminary Courses.
2. Principals have discretion to make decisions regarding students' changes of Preliminary Courses. In allowing a change of a Preliminary Course, principals must be satisfied that the student can demonstrate achievement of the outcomes and content and satisfactorily complete the new Course in the time available.

Changing HSC Courses

1. Students may request a change of HSC Courses.
2. Principals have discretion to make decisions regarding students' changes of HSC Courses. In allowing students to start a new HSC Course during the HSC year, Principals must:
 - a. not enter students in HSC Courses after 30 June in the HSC exam year; and
 - b. be satisfied that the student:
 - i. has satisfactorily demonstrated achievement of the Preliminary Course outcomes and content (or equivalent) of the Course they wish to enter, and
 - ii. will be able to complete all HSC Course requirements, including assessment requirements, and
 - c. advise students of any consequences arising from the change, including eligibility and pattern of study requirements.
3. Principals may allow students to begin study of the HSC Course while concurrently completing Preliminary Course requirements.
4. NESA will record the completed Preliminary Course on a student's RoSA or HSC Record of Achievement, regardless of whether the corresponding HSC Course is completed.

Changes after Week 3 of Term One of Year 11 will need to be negotiated with the Head Teacher. Change of subject paperwork will need to be completed and approved by the student, parent, Head Teacher/s of relevant Courses and Deputy Principal Mrs Rowston.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) Courses may be either Board Developed or Board Endorsed. They enable students to study Courses that are relevant to industry needs and have clear links to post-school destinations.

These Courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

These Courses each have a specific workplace component and a minimum number of hours students spend in the workplace. Students receive special documentation showing the competencies gained. Some of these Courses will be delivered by schools, while others will be delivered by TAFE or other providers.

NESA has developed curriculum frameworks for 12 industries. Within each framework there are a number of Courses. Only one 240-hour Course in any framework can contribute towards the ATAR. You must undertake a work placement to complete these Courses successfully.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

School Based Apprenticeships and Traineeships prepare students for a career in a particular industry, provide a training wage and skills training both on-the-job and off-the-job at school, EVET provider or with a private training provider.

Only some traineeships and apprenticeships have been approved to be undertaken by school students.

Should a student wish to undertake a School Based Apprenticeship or Traineeship it is their responsibility to find a suitable employer.

Once a student has been offered a School Based Apprenticeship or Traineeship by an employer they must contact the school's Career Adviser Mrs Williams and complete the Notification to Establish a School Based Apprenticeship/Traineeship form. A student cannot undertake a School Based Apprenticeship or Traineeship unless the form is completed and approval has been granted by the school Principal.

Students interested in becoming a School Based Apprentice or Trainee should contact their Careers Adviser for more information.

LIFE SKILLS COURSES AS PART OF A SPECIAL PROGRAM OF STUDY

Stage 6 (Years 11 and 12) Life Skills Courses will be available for students following a Special Program of Study for the Higher School Certificate. Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four generic Life Skills Courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Year 11 and HSC years.

Life Skills Courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills Course

comprises a 2 unit Year 11 Course and a 2 unit HSC Course. NESA expects that most students would meet the outcomes for a 2 unit Year 11 and a 2 unit HSC Course over approximately 240 indicative hours in total (that is, 120 indicative hours in each Course).

ACRONYM OF WORDS

ATAR	Australian Tertiary Admission Rank
VET	Vocational Education and Training
TVET	Technical and Vocational Education and Training
HSC	Higher School Certificate
NESA	NSW Education Standards Authority
ROSA	Record of School Achievement

COURSES ON OFFER AT COWRA HIGH SCHOOL

BOARD DEVELOPED COURSES
Aboriginal Studies
Agriculture
Ancient History
Biology
Business Studies
Chemistry
Community and Family Studies
Dance
English (Advanced)
English (Standard)
English (Studies)
English (Extension)
Food Technology
Geography
Health and Movement Science (PDHPE)
History Extension (HSC only)
Industrial Technology – Timber Products and Furniture Technologies
Investigating Science
Legal Studies
Mathematics (Advanced)
Mathematics (Extension 1)
Mathematics (Standard)
Mathematics (Standard 1)
Mathematics (Standard 2)
Modern History
Modern Languages Japanese Beginners
Modern Languages Japanese Continuers
Music 1
Physics
Science Extension (HSC only)
Society and Culture
Visual Arts
Vocational Education and Training (VET) Courses
Construction
Primary Industries

BOARD ENDORSED COURSES
Exploring Early Childhood (Non-ATAR)
Numeracy (Non-ATAR)
Sport, Lifestyle and Recreation (Non-ATAR)

DISTANCE EDUCATION COURSES WILL REQUIRE A SEPARATE EXPRESSION OF INTEREST FORM WHICH MUST BE OBTAINED FROM
Mrs Melinda Rowston / Tayla Crawley
TAFE NSW COURSES WILL REQUIRE A SEPARATE EXPRESSION OF INTEREST FORM WHICH MUST BE OBTAINED FROM
Mrs Prue Williams
<i>Students wishing to be considered for the following Courses must see the relevant Head Teacher for application paperwork:</i>
Mathematics Extension – Mrs Elicia Yates
English Extension – Mrs Melinda Rowston

COURSE COSTS

Course costs are different to General School Contributions.

Course costs are compulsory if a student chooses to study the subject and are used directly to purchase resources and consumables used during the teaching of the Course. Where possible Course costs have been kept to a minimum to ensure students can access the full curriculum. In terms of practical subjects there are minimum costs that each student will be responsible for to allow them to meet the requirements of the Course. It is expected the Course costs will be paid to the front office of the school within the first four weeks of a student beginning the Course.

If students/families are having financial difficulty in meeting the Course costs, support may be available through the development of a payment plan or through the student assistance program. More details can be obtained by contacting Deputy Principal Mrs M Rowston.

COURSE COSTS		
SUBJECTS	YEAR 11	YEAR 12
Agriculture	\$20	\$20
Chemistry	\$15	\$15
Construction VET	\$80	\$80
Dance	\$20	\$40
Food Technology	\$80	\$80
Industrial Technology – Timber Products and Furniture Technologies	\$100	\$50
Modern Languages – Japanese	\$20	\$20
Music 1	\$40	\$40
Primary Industries VET	\$100	\$50
Visual Arts	\$50	\$50

SUBJECTS

Aboriginal Studies

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course Description

The Year 11 Course focuses on Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The Course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

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

Year 11 Course

- Part I: Aboriginality and the Land
- Part II: Heritage and Identity
- Part III: International Indigenous Community: Comparative Study
- Part IV: Research and Inquiry Methods: Local Community Case Study

HSC Course

- Part I – Social Justice and Human Rights Issues
- Part II – Case Study of an Aboriginal community for each topic
- Part III – Research and Inquiry Methods – Major Project: Choice of project topic based on student interest.

Course Requirements

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

Agriculture

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course Description

The Year 11 Course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented Course.

The HSC Course builds upon the Year 11 Course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Topics Covered

Year 11 Course

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

HSC Course

Core (80%)

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

Elective (20%)

Choose ONE of the following electives to study:

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

Course Requirements

Practical experiences should occupy a minimum of 30% of both Year 11 and HSC Course time.

Students will learn about plant and animal production and explore a range of topics including anatomy and physiology, genetics, technology and aspects of farm management. Students will engage in formal assessment tasks that apply the knowledge learnt in class to farm based scenarios.

Course Cost:

\$20 – Year 11

\$20 – Year 12

Ancient History

2 Units for Year 11 (Year 11) and Year 12 (HSC)

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course Description

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

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

Content

Year 11 Course

The Year 11 Course comprises three sections.

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies')
 - Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies (40 indicative hours)
 - Students study at least two ancient societies.
- Historical Investigation (20 indicative hours)

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

Year 12 Course

The Year 12 Course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours)
- One 'Personalities in their Times' topic (30 indicative hours)
- One 'Historical Periods' topic (30 indicative hours)

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

Course Requirements

Year 11

In the Year 11 Course, students undertake at least two case studies.

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

Year 12

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

- Egypt
- Near East
- China
- Greece
- Rome

Biology

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course Description

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

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

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

Topics Covered

Year 11 Course

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

Module 5: Heredity

Module 6: Genetic Change

Module 7: Infectious Disease

Module 8: Non-infectious Disease and Disorder

Key concepts:

Students will engage with the Working Scientifically skills across the modules.

Course Requirements

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

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

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

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

Business Studies

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course Description

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

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

Year 11 Course

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

HSC Course

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

Chemistry

2 units for Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course Description

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

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

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

Year 11 Course

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

Module 5: Equilibrium and Acid Reactions

Module 6: Acid/Base Reactions

Module 7: Organic Chemistry

Module 8: Apply Chemical Ideas

Key concepts:

Students will engage with the Working Scientifically skills across the modules.

Course Requirements

Students are provided with 15 hours of Course time for Depth Studies in both Year 11 and Year 12.

During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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

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

Course Cost:

\$15 - Year 11

\$15 - Year 12

Community and Family Studies

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course Description

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

Topics Covered

Year 11 Course

- **Resource Management** - Basic concepts of the resource management process (approximately 20% of Course time).
- **Individuals and Groups** - The individual's roles, relationships and tasks within groups (approximately 40% of Course time).
- **Families and Communities** - Family structures and functions and the interaction between family and community (approximately 40% of Course time).

HSC Course

- **Research Methodology** - Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of Course time).
- **Groups in Context** - The characteristics and needs of specific community groups (approximately 25% of Course time).
- **Parenting and Caring** - Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of Course time).

HSC Option Modules

Select **one** of the following (approximately 25% of Course time):

- **Family and Societal Interactions** - Government and community structures that support and protect family members throughout their lifespan.
- **Social Impact of Technology** - The impact of evolving technologies on individuals and lifestyle.
- **Individuals and Work** - Contemporary issues confronting individuals as they manage roles within both their family and work environments.

Course Requirements

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the Course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Dance

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course Description

Year 11 Course

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

Components to be completed are:

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

HSC Course

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

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

Course Requirements

The interrelation of the Course components is a major feature in the study of dance as an artform and is emphasised throughout both Courses.

Course Cost:

\$20 Year 11

\$40 Year 12

English (Advanced)

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: English Standard; English Studies; English Life Skills

Course Description

English Advanced 11–12 provides students the opportunity to refine their understanding of the dynamic relationship between language, texts and meaning through critical study, and the skilful and creative use of language forms, language features, and structures of texts composed for different purposes in a range of contexts. Students develop the knowledge to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

What students learn

Through the study of English Advanced 11–12, students:

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

Students develop knowledge, understanding and skills through the focus areas:

Year 11 Course

- Reading to write: Transition to English Advanced
- Narratives that shape our world
- Critical study of literature

Year 12 Course

- Texts and human experiences
- Textual conversations
- Critical study of literature
- The craft of writing

English (Standard)

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: English Advanced; English Studies; English EAL/D; English Extension, English Life Skills

Course Description

English Standard 11–12 provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts, in order to become confident and effective communicators. Students develop the knowledge to analyse, reconsider and refine meaning, and to reflect on their own processes of responding, composing and learning.

What students learn

Through the study of English Standard 11–12, students:

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

Students develop knowledge, understanding and skills through the focus areas:

Year 11 Course

- Reading to write: Transition to English Standard
- Contemporary possibilities
- Close study of literature

Year 12 Course

- Texts and human experiences
- Language, identity and culture
- Close study of literature
- The craft of writing

English (Studies)

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR** (If student sits formal HSC Exam)

Students who wish to obtain an ATAR must take the optional HSC exam, as required by the UAC

Course Description

English Studies 11–12 provides students the opportunity to explore the ideas, values, language forms, features and structures of texts from a range of contexts. Through responding to and composing texts, students strengthen their ability to access and comprehend information, assess its reliability and synthesise the knowledge gained from a range of sources for a variety of purposes.

What students learn

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

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

Students develop knowledge, understanding and skills through the following focus areas:

Year 11 Course

- Reading to write: Transition to English Studies
- Elective focus areas

Year 12 Course

- Narrative and human experiences
- Writing for purpose
- Elective focus areas

English (Extension)

1 Unit for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Suitable for: Students who wish to study English at a more challenging level.

- Students must undertake Advanced English as Extension 1 an additional unit.
- In the HSC year students may elect to continue Extension 1 and complete the additional unit, the Extension 2 Course.

Course Description

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

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

What students learn

Through the study of English Extension, students:

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

Students develop knowledge, understanding and skills through the following focus areas:

English Extension Year 11

- Texts, culture and value (and the Related research project)
- English Extension 1 Year 12
- Literary worlds (including ONE elective option)

English Extension 2 Year 12

- Author and authority
- Major work

Exploring Early Childhood

2 Units for each of Year 11 and HSC

Board Endorsed Course **Non-ATAR**

Exclusions: Nil

Course Description

Our society is increasingly recognizing that children's experiences in the early childhood years form the foundation for future growth, development and learning.

The Course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

What students learn

Through the study of Exploring Early Childhood, students learn to develop:

- knowledge and understanding about physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction, research and analysis and decision-making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children

Course requirements

The Course comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. Fourteen optional modules are included in this Course.

The time allocated to each optional module is flexible within the range of 15-30 hours depending on the number of units of the Course and the way in which the Course is delivered.

Food Technology

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course Description

The Year 11 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.

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.

Topics Covered

Year 11 Course

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

HSC Course

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

Course Requirements

There is no prerequisite study for the 2 unit Year 11 Course. Completion of the 2 unit Year 11 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.

Course Cost:

\$80 - Year 11

\$80 - Year 12

Geography

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course Description

The Year 11 Course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale sustainability and change.

Students investigate natural systems; people, patterns and processes and human-environment interactions. They develop an understanding of the nature and value of geographical investigation.

The HSC Course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

Year 11 Course

- Earth's Natural Systems
- People, patterns and processes
- Human-environment interactions
- Geographical Investigation

HSC Course

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

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Course Requirements

Students complete a senior geography project (SGP) in the Year 11 Course and should undertake 12 hours of fieldwork in both the Year 11 and HSC Courses.

Health and Movement Science (PDHPE)

2 units for each of Year 11 and HSC

Board Developed Course **counts towards an ATAR**

Exclusions: Nil

Course Description

The aim of Health and Movement Science is to develop in each student a capacity to think about and act critically regarding key issues related to health and movement. This enables them to make informed decisions that contribute to healthy and active lifestyles for individuals and communities, and support wellbeing.

Through the study of this Course, students will examine 2 significant components of an individual's health. Students will investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students will then go on to explore the factors that influence movement and performance and develop the skills to enhance movement for themselves and others throughout their lifetime.

Health and Movement Science builds on the foundational knowledge, understanding and skills developed in the PDHPE K-10 Course. This syllabus is underpinned by the 5 propositions – educative purpose, a strength-based approach, value movement, developing health literacy, and include a critical inquiry approach.

The Course provides opportunities to explore areas of interest in greater depth and apply health and movement concepts to various contexts and groups. To equip students to navigate the dynamic nature of health and movement, emphasis is given to developing skills of collaboration, analysis, communication, creative thinking, problem-solving and research.

Year 11 Course

- Health for Individuals and Communities
- The Body in Mind and Motion
- Collaborative Investigation
- Depth Studies (minimum of 2)

Year 12 Course

- Health in an Australian and Global context
- Training for Improved Performance
- Depth Studies (minimum of 2)

History Extension

1 Unit HSC only

Board Developed Course **counts towards ATAR**

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

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

Topics Covered

Part I: Constructing History

- Key Questions
- Case Studies

Part II: History Project

Course Requirements

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

The History Project must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work program.

Industrial Technology – Timber Products and Furniture Technologies

2 Units for each of Year 11

Board Developed Course **counts towards ATAR**

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the Course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

Topics Covered

Year 11 Course

- | | |
|---|-----|
| • Industry Study | 15% |
| • Design | 10% |
| • Management & Communication | 20% |
| • Production | 40% |
| • Industry related Manufacturing Technology | 15% |

HSC Course

- | | |
|---|-----|
| • Industry Study | 15% |
| • Major Project | 60% |
| • Industry related Manufacturing Technology | 25% |

Course Requirements

In the Year 11 Course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 Course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC Course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

Course Cost:

\$100 - Year 11

\$50 - Year 12

PLUS: cost associated with individual Major Project

Investigating Science

2 Units for Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course Description

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.

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.

Topics Covered

Year 11 Course

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

Module 5: Scientific Investigations

Module 6: Technologies

Module 7: Fact or Fallacy?

Module 8: Science and Society

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.

Legal Studies

2 units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course Description

The Year 11 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.

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

Year 11 Course

- Part I – The Legal System (40% of Course time)
- Part II – The Individual and the Law (30% of Course time)
- Part III – The Law in Practice (30% of Course time)

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

HSC Course

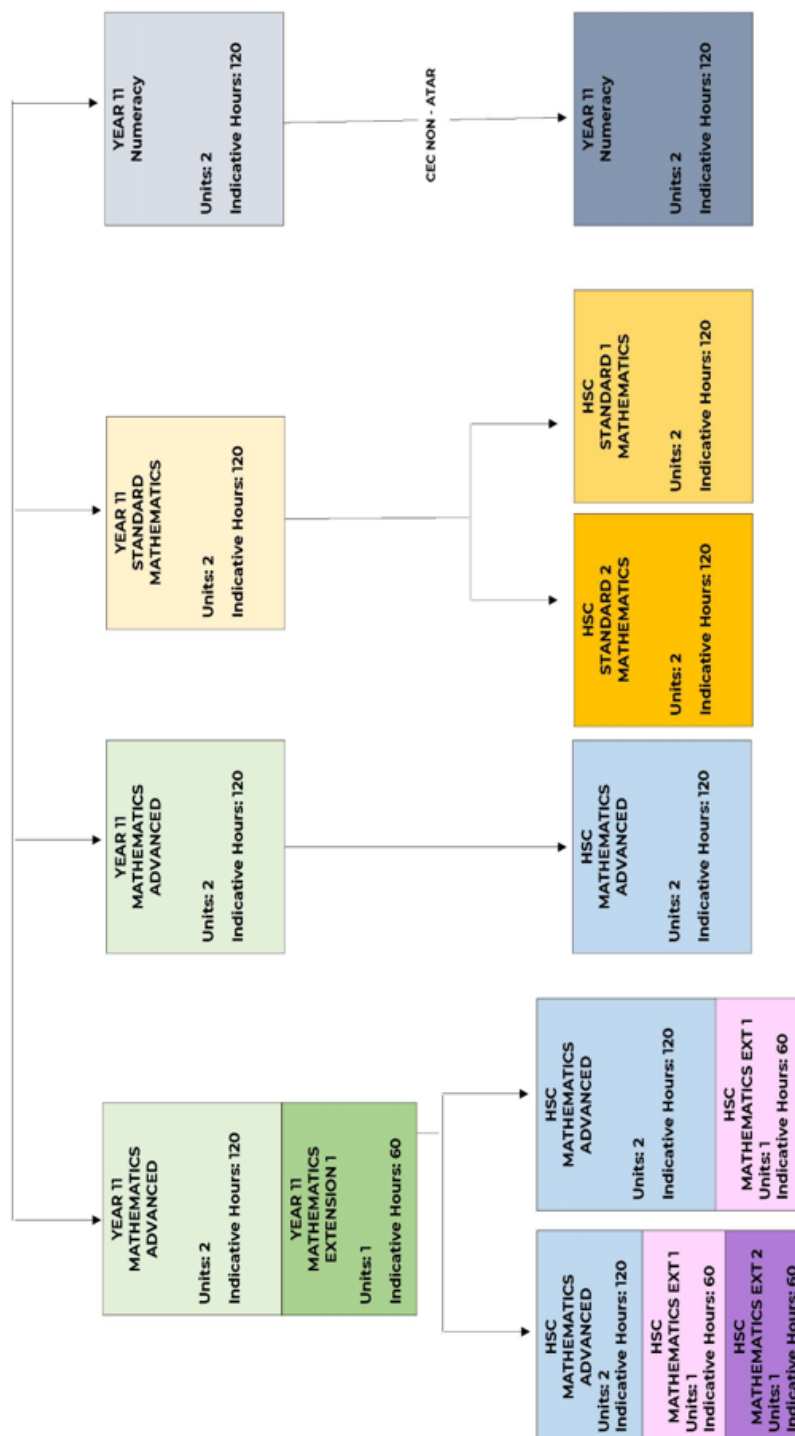
- Core Part I: Crime (30% of Course time)
- Core Part II: Human Rights (20% of Course time)
- Part III: Two options (50% of Course time)
-

Two options are chosen from:

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

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

SENIOR MATHEMATICS CHOICES



Mathematics (Advanced)

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Course Description

The aim of Mathematics Advanced in Years 11 and 12 is to enable students to enhance their knowledge and understanding from Stage 5 of how to work mathematically, make mathematical connections, develop their understanding of the relationship between real-world problems and mathematical models, and extend their skills to apply the language of mathematics to communicate in a concise and systematic manner.

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

The Course enables students to use mathematical models and serves as a basis for further studies at the tertiary level in science and commerce that require mathematics and its applications.

Suitable for: The Course is constructed on the assumption that students, as a minimum, have achieved the Stage 5 Core outcomes and a majority of Stage 5 Path outcomes for Year 10. Students should achieve a minimum B grade for Mathematics in their ROSA at the end of Year 10. Consideration will be made for students experiencing exceptional circumstances.

Special Requirements: Exclusion – Mathematics Standard

Mathematics (Extension 1)

1 Units for Year 11 and HSC

Board Developed Course **counts towards ATAR**

Course Description

The aim of Mathematics Extension 1 is for students to extend their knowledge and understanding of Working mathematically from Mathematics Advanced and Stage 5, further their understanding of the relationship between real-world problems and mathematical models, make connections within mathematics, and enhance their skills in using the language of mathematics to communicate in a concise and systematic manner.

Mathematics Extension 1 enables students to develop a thorough knowledge and understanding of and competence in further aspects of mathematics as an extension of the Mathematics Advanced course. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

Mathematics Extension 1 supports students in tertiary study in mathematics and related fields.

Suitable for: The Course is constructed on the assumption that students have achieved the Stage 5 Path outcomes for the ROSA. We recommend only those students who achieve an A grade in Year 10 Mathematics attempt this Course. Consideration will be made for students experiencing exceptional circumstances.

Special Requirements: Exclusion – Mathematics Standard

Mathematics (Standard)

2 Units for each of Year 11

Board Developed Course **counts towards ATAR**

Course Description

Mathematics Standard in Stage 6 enables students to develop their knowledge and understanding from Stage 5 of how to work mathematically, make connections within mathematics, use mathematical models, relate mathematical concepts to their world, and improve their application of mathematical language to communicate in a concise and systematic manner.

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with opportunities to develop an understanding of, and competence in, aspects of mathematics through real-world applications. Mathematics Standard Year 11 provides a pathway for students who progress through the Core outcomes of the *Mathematics 7–10 Syllabus* (2022). This course is designed for students who want to extend their mathematical skills beyond Stage 5, gain further knowledge of mathematical concepts and apply these skills and knowledge in practical contexts.

Suitable for: The Course is constructed on the assumption that students, as a minimum, have achieved all of the Stage 5 Core outcomes for Year 10 and it is recommended that they have engaged in the content from the Stage 5 Path outcomes – Variation and Rates of Change, Algebraic Techniques, Indices, Equations, Linear Relationships, Non-Linear Relationships, Trigonometry, Area, Surface Area and Volume, Data Analysis and Probability.

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

Mathematics (Standard 2)

2 Units HSC only

Board Developed Course **counts towards ATAR**

Course Description

Mathematics Standard 2 provides a pathway for students to extend their mathematical thinking through examining more complex content, and through applications and modelling. The Mathematics Standard 2 course offers students the opportunity to prepare for a wide range of educational and employment aspirations.

Suitable for: The Course is constructed on the assumption that students, as a minimum, have achieved all of the Stage 5 Core outcomes for Year 10 and it is recommended that they have engaged in the content from the Stage 5 Path outcomes – Variation and Rates of Change, Algebraic Techniques, Indices, Equations, Linear Relationships, Non-Linear Relationships, Trigonometry, Area, Surface Area and Volume, Data Analysis and Probability.

Also, a minimum of 50% achievement in the Year 11 Standard Mathematics End of Course Examination is required.

Mathematics (Standard 1)

2 Units HSC only

Board Developed Course **counts towards ATAR** (If student sits formal HSC Exam)

Course Description

In Year 12, Mathematics Standard 1 provides an opportunity for students to continue to master aspects of the Year 11 outcomes and develop their mathematical knowledge and understanding through applications and modelling. This supports students to see the significance of mathematics and have the opportunity to prepare for post-school employment or further training.

Students who take Mathematics Standard 1 in the 2027 HSC and want to receive an ATAR will need to sit the Higher School Certificate examination. If students do not sit the examination, you will not be eligible for an ATAR.

Suitable for: The Course is constructed on the assumption that students, as a minimum, have achieved the Stage 5 Core outcomes in Year 10 and completed the Year 11 Standard Course. The Course provides a strong foundation for vocational pathways, either in the workforce or in further training.

Numeracy

2 Units for each of Year 11 and HSC

Board Endorsed Course – **Non-ATAR**

Exclusions: No Exclusions

Course Description

The Numeracy Stage 6 Board Endorsed Course is a new Course focused on the development and consolidation of core numeracy skills. These skills will be developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The Course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy.

This Course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy.

Course Structure

The Numeracy Course will be structured as a 2 unit Course that will allow delivery as a 120-hour Course for Year 11, or as a 240-hour Course across Years 11 and 12.

The Course will count towards the Higher School Certificate and appear on the student's Record of Achievement. Where students request a Record of School Achievement (RoSA), the Numeracy Course will be listed with their other Stage 6 Courses.

Modern Languages - Japanese Beginners

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR** - Category A

Exclusions: Japanese Continuers; Japanese Extension; Japanese in Context; Japanese and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher.

Course Description

In the Year 11 and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

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

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

Topics Covered

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

Course Requirements: Nil

Course Cost:

\$20 - Year 11

\$20 - Year 12

Modern Languages – Japanese Continuers

2 units for each Year 11 and HSC

Board Developed Course that **counts towards ATAR**

Exclusions: Japanese Beginners. Strict eligibility rules apply for this subject. You must have studied 300 hours of Japanese in school or the equivalent skills prior to enrolling in this course.

Course Description

In the Year 11 and HSC Courses, students will develop the linguistic and intercultural knowledge and understanding, as well as the speaking, listening, reading and writing skills to communicate in Japanese at an intermediate (CEFR-B1 or JLPT N4) level.

Topics are studied through three independent themes, *The Individual*, *Japanese-Speaking*

Communities and *The Changing World*. These themes assist students in finding ways to develop their communication skills in Japanese and thoroughly develop their knowledge and understanding of the language and culture, with a goal of further study, tourism or living in a foreign country.

Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types that reflect the current topics being studied. Students will also gain a deep insight into the culture and language of Japanese speaking communities through this study.

Finally, students will also be able to examine contemporary issues from both their native and a Japanese perspective and encouraged to consider solutions or alternatives to these issues.

Topics Covered

- The Personal World
- Daily Life
- Leisure
- Future Plans
- Travelling in Japan
- Living in Japan
- Cultural Life
- The World of Work
- Current Issues

A high standard of completion in the Course should enable students to complete the internationally recognised Japanese Language Proficiency Test (JLPT) at both Levels 4 and 5.

Course Cost:

\$20 – Year 11

\$20 – Year 12

Modern History

2 Units for Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course Description

The Year 11 Course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments. The Historical concepts and skills content is to be integrated throughout the Course. The various studies and topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

Year 11 Course

- Investigating Modern History - (60 hours)
 - The Nature of Modern History
 - Two Case Studies
- Historical Investigation - (20 hours)
- The Shaping of the Modern World - (40 hours)

The Year 12 Course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world. The historical concepts and skills content is to be integrated throughout the Course. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

HSC Course

- Core Study: Power and Authority in the Modern World 1919 – 1946 - (30 hours)
- National Studies - (30 hours)
- Peace and Conflict - (30 hours)
- Changes in the Modern World- (30 hours)

Music 1

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Music 2

Course Description

In the Year 11 and HSC Courses, students will study the Concepts of Music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. While the Course builds on the Stages 4 and 5 Music Course, the curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

What students learn

Year 11 Course

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

Students study three topics in the Year 11 Course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

HSC Course

Students study three topics in the HSC Course which are different from those studied in the Year 11 Course or two topics which are different from those studied in the Year 11 Course and one topic from the Year 11 Course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

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

Note: With a high level of Performance requirements for Music 1 students, it is recommended that students seek out specialist assistance from instrumental/vocal teachers and accompanists. While this does add personal cost, the investment ensures stronger results in this subject area.

Course Cost:

\$40 – Year 11

\$40 – Year 12

Physics

2 Units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course Description

The Year 11 Course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The Course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 Course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

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

Year 11 Course

Module 1: Kinematics

Module 2: Dynamics

Module 3: Waves and Thermodynamics

Module 4: Electricity and Magnetism

Year 12 Course

Module 5: Advanced Mechanics

Module 6: Electromagnetism

Module 7: The Nature of Light

Module 8: From the Universe to the Atom

Key concepts:

Students will engage with the Working Scientifically skills across the modules.

Course Requirements

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

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

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

Science Extension

1 Units HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Prerequisites: Study of at least one of Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 and continue the study of at least one of these science Courses throughout Year 12.

Co-requisites: One of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Course Description

Science Extension is a Course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.

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

Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the Course content to form the framework for the Scientific Research Project.

HSC Course

The Year 12 Course consists of four modules:

Module 1: The Foundations of Scientific Thinking

Module 2: The Scientific Research Proposal

Module 3: The Data, Evidence and Decisions

Module 4: The Scientific Research Report

Course requirements

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

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

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

Society and Culture

2 units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

Exclusions: Nil

Course description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The Course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Year 11 Course

- The Social and Cultural World: The interactions between persons and groups within societies
- Personal and Social Identity: Socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication: How people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC Course

- Social and Cultural Continuity and Change: The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- The Personal Interest Project (PIP): An individual research project

Depth Studies

TWO to be chosen from:

- Popular Culture: The interconnection between popular culture, society and the individual
- Belief Systems and Ideologies: The relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion: The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity: The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Course requirements

Completion of the Personal Interest Project.

See the Society and Culture Stage 6 syllabus for further information regarding Course requirements.

Sport, Lifestyle and Recreation

2 units for each of Year 11 and HSC

Board Endorsed Course **Non-ATAR**

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

Course Description

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This Course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the Course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

The Course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

Visual Arts

2 units for each of Year 11 and HSC

Board Developed Course **counts towards ATAR**

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

Course Description

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

The Year 11 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.

Year 11 Course

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

HSC Course

- 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 Requirements

Year 11 Course:

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

HSC Course:

- development of a Body of Work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

Course Cost:

\$50 - Year 11

\$50 - Year 12

Vocational Education and Training (VET) Courses General Information



Education

NSW Department of Education RTO 90333 VOCATIONAL EDUCATION AND TRAINING

Stage 6 School Delivered Vocational Education and Training (VET) Courses

Stage 6 Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

Stage 6 VET courses allow students to gain a HSC or and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

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

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them for the workplace. Students are either deemed "competent" or "not competent" by the teacher. Students who achieve competency will possess the skills and knowledge to perform workplace activities across various situations and environments, meeting industry standards

Assessment materials are designed to give each learner the opportunity to meet the qualification outcomes. Students will receive documentation that lists all competencies they have achieved.

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

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

Work Placement

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

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

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

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

School Based Apprenticeships and Traineeships (SBAT)

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

Students are encouraged to speak with the VET Coordinator, VET Teacher, Year Adviser, or Careers Adviser before selecting a course. This will ensure they understand the requirements and that the course aligns with their individual needs, knowledge, and skills.

Updated March 2025

Construction (VET)

NSW Department of Education RTO 90333

2026 Construction Course Descriptor

CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction

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 & Statement of Attainment towards CPC20120 Certificate II in Construction <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

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

Examples of occupations in the construction industry

- | | |
|-------------|----------------------|
| • carpentry | • bricklaying |
| • joinery | • 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	
<p>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.</p> <p>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 optional, is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p>	
<p>Consumable costs: Preliminary - \$80 HSC - \$80</p>	<p>Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy</p>
<p>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</p>	
<p>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</p>	

2026 Course Descriptor Construction - CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction Version 0.4

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

Primary Industries (VET)

NSW Department of Education RTO 90333

2026 Primary Industries Course Descriptor

AHC30122 Certificate III 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 – 5 units

4 units (240hr) + 1 unit (60 hour) specialisation study
Board Developed Course (240 hour) Statement of Attainment towards the Certificate III in Agriculture and (60hour) Specialisation Study

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 AHC30122 Certificate III in Agriculture <https://training.gov.au/training/details/AHC30122>. You will be expected to complete all the requirements for Registered Training Organisation (RTO) and NESA. To gain the full qualification you must achieve 16 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

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

Examples of occupations in the agriculture industry

- farm or station
- nursery
- livestock worker
- shearing 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 300 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 optional, 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 - \$50****Refunds**

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

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

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

General information about NESA VET course exclusions can be found

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

A GLOSSARY OF KEY WORDS FOR HSC STUDENTS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically	Add a degree or level of accuracy depth, knowledge and understanding, (analyse/ logic, questioning, reflection and quality to (analysis/evaluation) evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, and suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



Notes