



Tempe High School

Innovation | Excellence | Opportunity



# Year 10 Subject Selection

HSC Class of 2026



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# Introduction

## Welcome!

Dear Students, Parents, and Carers,

As you embark on your senior school years, you are beginning a special journey to attain your Higher School Certificate (HSC). These final two years are crucial, offering opportunities to explore your interests, develop your talents, and lay the foundation for your future.

This Subject Selection Booklet provides essential information to help you make informed decisions. It will guide you, your parents, and carers through the available subjects, ensuring your choices align with your career goals and aspirations.

At Tempe High School, we offer a wide range of courses that cater to diverse talents and interests. Whether your passions lie in the arts, sciences, humanities, or vocational studies, our curriculum is designed to support and challenge you. The choices you make now will shape your academic journey and future opportunities.

The HSC years will involve hard work, but most students find this time enjoyable and personally rewarding. To succeed, engage deeply with your studies, manage your time effectively, and maintain a balanced approach to school life. Our dedicated teachers are here to guide and support you, bringing a wealth of knowledge and commitment to your education.

Remember, school is about much more than the subjects you take. The most successful students are those who become fully involved in the life of the school, whether through sport, cultural activities, or social opportunities. Embrace these experiences to enrich your time here.

Best wishes as you embark on this new chapter. May your choices reflect your passions and lead to a fulfilling and successful future.

**Ms. Vanessa Williams | Principal**



## Think / Explore / Decide

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### Step 1: Think

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Think about the courses that interest you. This is your chance to shape your pattern of study around subjects that build on your passions and interests. Choose subjects that you enjoy and subjects that cater to your strengths and skills.

Think about courses that challenge you and provide stimulus for academic growth. Students are encouraged to be resilient learners and strive to overcome the challenges in their learning. Students are pushed to be active participants and managers of their own academic journey.

Think about courses from a realistic perspective. Be realistic about your abilities and choose subjects because you are interested in the possibilities. Your decisions should not be based on peer groups or who the teacher might be. This is an individual choice based on an honest reflection of ability and personal interest.

### Step 2: Explore

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Explore the range of subjects that are offered in Tempe High School. This guide provides a summary of each subject, course fees, topic areas, student sustainability and relevant career pathways for you to consider.

This guide should also be closely accompanied with university guides, TAFE information and advice from Tempe High School's Careers Adviser and Faculty Head Teachers.

### Step 3: Decide

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Decide which subject you would like to study. Have multiple options to provide you multiple career pathways and study options beyond the HSC.

Make sure that in your decision process, you are conscious of the Subject Selection timeline. (See *Important Information when Deciding*, pg 30)



## The Record of School Achievement (RoSA)

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The Record of School Achievement (RoSA) is a cumulative credential for eligible school leavers (students are generally eligible for the RoSA after four years of secondary school).

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

If a student intends to leave school before the HSC, they have the option of taking literacy and numeracy tests (called minimum standards) and can use results as evidence of these skills if they leave school. A NESA website [up2now – my ongoing learning portfolio](#), allows students to record, organise and share evidence of their extracurricular achievements, such as first-aid qualifications or volunteer work.

The grading system is extended to include grade allocation for courses a student completes in Year 11. RoSA grades are decided using established guidelines and processes to ensure consistency.

The best source of information is [Students Online](#), a website developed by NESA exclusively for senior students in NSW to provide information about their study.

## Higher School Certificate (HSC)

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The Higher School Certificate (HSC) is the highest level of attainment in secondary education. The NSW HSC is a two year course - Year 11 and Year 12.

In Year 11, students study the Year 11 course for three terms.

In Year 12, students study the Higher School Certificate Course.

For most subjects, topics studied in Year 11 are not examinable in Year 12, however, the skills, knowledge and learning experiences are important foundational elements for the Higher school Certificate year.

Students must complete the Year 11 course to a satisfactory standard to move to their Year 12 HSC course.

To achieve this, students must have:

- Followed the course developed or endorsed by the NSW Education Standards Authority (NESA).
- Applied themselves with diligence and sustained effort to set tasks and experiences in the course.
- made genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

### Study Requirements to Receive a HSC

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All Year 12 students who successfully complete the Year 11 course and the HSC course will be awarded the HSC credential from NESA.

Students must study at least 12 units in the Year 11 course and 10 units in the HSC course.

English is the only compulsory HSC subject (2 units).

Both the Year 11 course and the HSC course must include the following:

- 6 units from Board Developed Courses.
- At least 2 units of a Board Developed Course in English.
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses).
- 4 subject areas.
- Note: At most, 6 units of courses in science can contribute to the Higher School Certificate.

## Australian Tertiary Admission Rank (ATAR)

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At the end of Year 12, students may elect to receive an ATAR.

The ATAR is a number between 0.00 and 99.95 that is used to rank students on their academic achievement for entry into tertiary institutions. The Universities Admission Centre (UAC) compiles this rank. The ATAR indicates a student's position relative to all the students in their age group. So an ATAR of 80.00 means you are in the top 20% of your age group.

For more information about the ATAR, refer to the [UAC website](#).

### Study Requirements to Receive an ATAR

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The ATAR is a rank calculated by UAC. It is used by tertiary institutions in Australia to determine enrolment eligibility for their undergraduate courses. The entire eligibility process is administered by UAC.

Students wishing to receive an ATAR must study at least 10 units of Board Developed Courses in the HSC. These courses must include at least:

- 2 units of an HSC English Course.
- 10 units of Board developed courses.
- 3 Board Developed Courses of 2 units or greater.
- 4 different subject areas.

The ATAR is then calculated from:

- Best 2 units of English.
- Best 8 units from remaining units.
- For further information, see [ATAR essentials](#).

### Non-ATAR HSC

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Students who do not require an ATAR will still receive a HSC. An ATAR is only required for students seeking placement at a university through UAC. A non-ATAR program of study for the HSC allows students to choose courses more relevant for their pathway beyond school. If an ATAR is not required, it is possible to follow a study program that will have minimal or no HSC exams.

## Assessment & Reporting to NESA

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### Assessment

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School based assessment counts for 50% of the overall mark in each course and is reported on the Higher School Certificate Record of Achievement. Specific details and advice will be provided in the Tempe High School Assessment Booklet and the Tempe High School Assessment Policy, handed out at the beginning of the Year 11 and 12 courses.

Assessment tasks may include but are not limited to:

- Examinations.
- Written and/or oral assignments.
- Practical activities.
- Fieldwork.
- Projects.
- Performances.
- Multimedia presentations.
- The other 50% will come from the HSC examination.

### Reporting

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HSC reports will provide a detailed description of the knowledge, skills and understanding attained in each subject.

An HSC mark for two (2) unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five (5) performance bands above fifty (50) that correspond to various levels of achievement. The band from 90-100 will correspond to the highest level of achievement.

## Vocational Education and Training (VET)

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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 an 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 Public Schools 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 in the workplace. Students are either deemed "competent" or "not competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all achieved units of competency.

**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

All VET courses have a mandatory work placement requirement set by NESA organised by an external provider. 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.

## Tips to Choosing HSC Courses

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1. Make the link between your choices now and where you want to go after Year 12.
2. If you want to get an ATAR, make sure you will be eligible. In 2025, NSW Year 12 students must complete at least:
  - 10 units of Board Developed courses.
  - 2 units of English.
  - Three Board Developed courses of two units or greater.
  - Four subject areas.
3. Choose HSC courses that you are good at and interested in, and that will lay foundation for your future plans. Choose courses that will prepare you well for the areas of university of study you're planning to pursue.
4. If you are not sure what level Maths and English to take, choose the level that suits your ability and future plans, rather than trying to take advantage of how courses are scaled. You will not necessarily get a higher ATAR just by studying a lower level course. Also, be aware that while universities often increase the selection rank in recognition of your performance in particular HSC courses (usually band 5 & 6). They do not always reward your performance in the lower level courses, no matter how well you do.
5. Just about any combination of courses can lead to a good ATAR, it all depends on how well you do in all your courses in comparison to other students.
6. Check if the university you want to attend, or the course you want to do, has prerequisites and assumed knowledge. These can include a high-level Maths or English course.
7. To make good choices about what to study, work to the best of your ability and focus on your goals for life after school.

Visit the [NESA website](#) for more advice on subject selection.

<https://www.educationstandards.nsw.edu.au>

<https://www.tafensw.edu.au>

<https://studentsonline.nesa.nsw.edu.au>

[University Admission Centre up2now – my ongoing learning portfolio](#)

<https://myfuture.edu.au>

<https://joboutlook.gov.au>

# Step 1: Think



## Our Advice

Year 10 is a good time for students to start thinking about their future. Students may be thinking of further study, getting a job or doing an apprenticeship. Some students are still unsure of what they want to do next which is quite common. Some students may know that they would like to go on to further study but are unsure which course they would enjoy.

**Choosing courses that give the broadest range of future options will make the choice easier.**

Our Careers Adviser can provide current course advice. In making choices, students should talk with as many people as possible; parents, friends, employers, relatives, our Careers Adviser, and others. All can offer a fresh perspective, however students should make the final decision. Use this time to think through the options and make realistic choices.

## How to choose subjects for Year 11 & 12?



### Motivation

Choose subjects that you want to study.



### Interests

Choose subjects that interest you and stimulates your engagement.



### Abilities

I will choose subjects that will allow me to succeed in my personal best.



### Get Advice

Talk to:

- Class Teachers
- Head Teachers
- Career Advisers
- Parents
- Industry Experts



### Career Aspirations

I must be realistic in how my subject choices match my career ambitions.



### Research

I understand how the subjects I choose meet my current and future needs.



## Step 2: Explore

See what we have to offer  
at Tempe High School



## Summary of Stage 6 Courses 2024

Subject	Units	Year 11	Year 12	ATAR
English Advanced (#)	2	Yes	Yes	Yes
English Standard	2	Yes	Yes	Yes
English EAL/D	2	Yes	Yes	Yes
English Extension 1 (#)	1	Yes	Yes	Yes
English Studies (%)	2	Yes	Yes	Yes
Ancient History	2	Yes	Yes	Yes
Biology	2	Yes	Yes	Yes
Business Studies	2	Yes	Yes	Yes
Business Services - VET (*)	2	Yes	Yes	Yes*
Chemistry	2	Yes	Yes	Yes
Chinese and Literature (+)	2	Yes	Yes	Yes
Chinese Continuers (+)	2	Yes	Yes	Yes
Chinese in Context (+)	2	Yes	Yes	Yes
Community and Family studies	2	Yes	Yes	Yes
Dance	2	Yes	Yes	Yes
Design and Technology	2	Yes	Yes	Yes
Drama	2	Yes	Yes	Yes
Earth and Environmental Science	2	Yes	Yes	Yes
Economics	2	Yes	Yes	Yes
Engineering Studies	2	Yes	Yes	Yes
Entertainment Industry - VET (*)	2	Yes	Yes	Yes*
Geography	2	Yes	Yes	Yes
Health and Movement Science (previously PDHPE)	2	Yes	Yes	Yes
Hospitality - VET (*)	2	Yes	Yes	Yes*
Industrial Technology - Multimedia Technologies	2	Yes	Yes	Yes
Investigating Science	2	Yes	Yes	Yes
Legal Studies	2	Yes	Yes	Yes
Mathematics Advanced (#)	2	Yes	Yes	Yes
Mathematics Standard 1 and 2 (~)	2	Yes	Yes	Yes

Subject	Units	Year 11	Year 12	ATAR
Mathematics Extension 1 (#)	1	Yes	Yes	Yes
Modern History	2	Yes	Yes	Yes
Music 1 (-)	2	Yes	Yes	Yes
Music 2 (-)	2	Yes	Yes	Yes
Music Extension	2	Yes	Yes	Yes
Photography, Video and Digital Imaging (PVDI)	2	Yes	Yes	No
Physics	2	Yes	Yes	Yes
Society and Culture	2	Yes	Yes	Yes
Software Engineering	2	Yes	Yes	Yes
Sports, Lifestyle and Recreation	2	Yes	Yes	No
Textiles and Design	2	Yes	Yes	Yes
Visual Arts	2	Yes	Yes	Yes

### Key

(\*) VET – Work placement is a requirement of this course. The HSC exam is optional; however, it may be included in the ATAR calculation if students choose to sit for the HSC examination.

(%) This course contributes 2U to the award of the HSC credential. It may be included in the ATAR calculation if students choose to sit for the HSC examination.

(#) Placement in course levels is determined by historical evidence of student performance in both formal exams and class activities.

(-) Placement in this course and appropriate level is decided by evidence of Music practice and/or theory.

(~) Mathematics Standard 1 in Year 12 may be ATAR or non-ATAR and is decided by the student.

(+) Check eligibility requirements.

# Summary of External Courses Delivered Outside the School TAFE (TVET), Distance Education and Saturday School of Languages

## What is TAFE Delivered Vocational Education & Training (TVET)?

TVET courses are a great study option during Year 11 and/or Year 12 because they allow you to:

- Complete NESA units that count towards your HSC.
- Gain practical skills that will make you job ready.
- Experience an adult learning environment!
- Start or complete a nationally recognized qualification at the same time as you do your HSC.
- Choose from courses that are not being offered at school.

## Board Developed Courses - Industry Curriculum Framework

These give you credit towards the HSC and will count towards an ATAR if you complete the 240-hour course, mandatory work placement and undertake the optional HSC exam). Examples of such courses include Hospitality and Business Services.

## Board Endorsed Courses

These are endorsed by NESA and can count towards the units for the Year 11/HSC but do not contribute to ATAR calculation. Examples include Animal Care, Fitness and Hair/Beauty Services.

**Note: Courses, venues and availability are subject to change. Please see Careers Adviser regarding your interest in these courses as places are limited and correct paperwork and strict deadlines apply for expressions of interest. The date which applications must be finalised by will be advised.**

## Board Developed Courses TVET - ATAR Units

Automotive - Vehicle Mechanical or Vehicle Body	2
Construction – Pathways	2
Electrotechnology - Career Start	2
Financial Services - Accounts Admin	2
Human Services - Health Services, Aged Care, Allied Health, Nursing (*)	2
Information & Digital Technology	2
Primary Industries – Agriculture, Horticulture, Conservation	2
Retail Services	2
Tourism, Travel and Events	2

## Board Endorsed Courses - Non ATAR Units

Aeroskills – Aviation Maintenance	2
Animal Studies	2
Applied Digital Technologies	2
Applied Fashion Design and Technology	2
Aviation (Cabin Crew)	2
Baking	2
Beauty Services - Make Up or Retail cosmetics	2
Community Services	2
Construction	2
Design Fundamentals - 3D Animation	2
Design Fundamentals - Digital and Graphics	2
Design Fundamentals - Drawing/Illustration	2
Design Fundamentals - Fashion Design	2
Design Fundamentals - Interior Design	2
Design Fundamentals - Jewelry Design	2
Design Fundamentals - Multi-discipline	2
Design Fundamentals - Film and Theatre	2
Early Childhood Education and Care	2
Engineering and Manufacturing	2
Fashion Design	2

<b>Board Endorsed Courses - Non ATAR Cont.</b>	<b>Units</b>
Fitness	2
Floristry	2
Hairdressing - Salon Assistant (*)	2
Laboratory Skills	2
Maritime Operations	2
Music Industry – Introduction	2
Outdoor Recreation	2
Plumbing Introduction	2
Real Estate Practice and Property	2
Signs and graphics	2
Screen and Media	2
Sports and Recreation	2
Skills for Work and Vocational Pathways	2
Workplace Skills	2

### **Other External Courses - See Ms White**

Distance Education  
 Saturday School Courses  
 Languages - via NSW School of Languages

### **Key**

(\*) Denotes that unit value may be greater than 2 units in one year for some courses.

### **All students who wish to study a TVET course must:**

- Complete and submit an application with the Careers Adviser.
- Carefully consider their career path and consequences for ATAR qualification.
- Be prepared to travel each week (usually on Tuesday afternoons) to TAFE e.g., to Petersham, Ultimo, Randwick, Enmore, St George, Loftus, or Gymea.
- Maintain excellent attendance at TAFE. Attendance will be monitored closely by the Careers Adviser.
- Understand that not meeting TAFE course requirements can affect eligibility for the HSC

## **School Based Apprenticeships and Traineeships (SBAT)**

School-based apprenticeships and traineeships (SBAT) combine paid work, school and TAFE NSW (or other approved provider) training, to help you gain valuable work skills and experience while you are studying for the HSC.

See Careers Adviser for further details.

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>



## Elective Contributions

Elective Fees	Year 11 Fee
Ancient History	\$10.00
Biology	\$50.00
Business Studies	\$10.00
Business Services (VET)	\$10.00
Chemistry	\$50.00
Community & Family Studies	\$30.00
Dance	\$90.00
Design & Technology	\$100.00
Drama	\$100.00
Earth and Environmental Science	\$20.00
Economics	\$10.00
Engineering Studies	\$50.00
English (All Courses)	\$20.00
Entertainment Industry (VET)	\$150.00
Geography	\$10.00
Health and Movement Science (PDHPE)	\$30.00
Hospitality – Food & Beverage (VET)	\$200.00
Industrial Technology – Multimedia Technologies	\$75.00
Investigating Science	\$50.00
Legal Studies	\$10.00
Maths (All Courses)	\$20.00
Modern History	\$10.00
Music (All Courses)	\$70.00
NSW School of Languages	\$230.00
Photography, Video & Digital Media	\$70.00
Physics	\$50.00
Society and Culture	\$10.00
Software Engineering	\$75.00
Sport Lifestyle & Recreation	\$10.00
Textiles & Design	\$100.00
Visual Arts	\$70.00



## Step 3: Decide

# Decision Guide

Once you have explored the subject offerings, it is time to select the subjects you would like to study for your Higher School Certificate.

The program the Tempe High School uses for subject selection is called Edval. It uses the preferences students submit as the basis for developing a set of subject lines. A **subject line** (referred to as the “**line**”) is a group of subjects timetabled at the same time and students are only able to study one subject per line.

The Edval system generates lines based on the preference order of subjects selected by the students. The lines are developed to create a scenario which allows most students to study their highest preferences, **therefore, it is vitally important for students to enter their subjects in order of preference.** The subject lines are different every year as they are based on the preferences of the student cohort and this changes from year to year.

## Stage 1 - Information

- Participate in Faculty information sessions.
- Attend the student and parent subject selection evening.
- Talk to your Teachers, Faculty Head Teachers and subject Teachers.

## Stage 2 - Student Initial Preferences

- Create a shortlist of the subjects you would like to study using the [Subject Selection Template](#).
- Discuss your choices with your parents or carers.
- Decide the level of English and Mathematics you wish to select in consultation with your Teachers or the Head Teacher English/Mathematics.
- Confirm the preference order of your top five subjects and English course. Remember, the preference order determines the subject lines for the following year so it is important you put the subjects in order of how much you want to study them.
- Confirm the preference order of your three reserve subjects. If you are unable to study your first five subjects, these are the next ones in line.
- Submit your preferences using the Edval link sent via email to students.

## Stage 3 - Careers Adviser Meetings

- Students will be provided an opportunity to discuss their subject preferences with the Careers Adviser. The purpose of these meetings is to ensure students have selected subjects suited to them and in the correct order of preference.
- Following the meetings, students will be provided an opportunity to change their preferences or subjects.

## Stage 4 - Subject Lines Developed

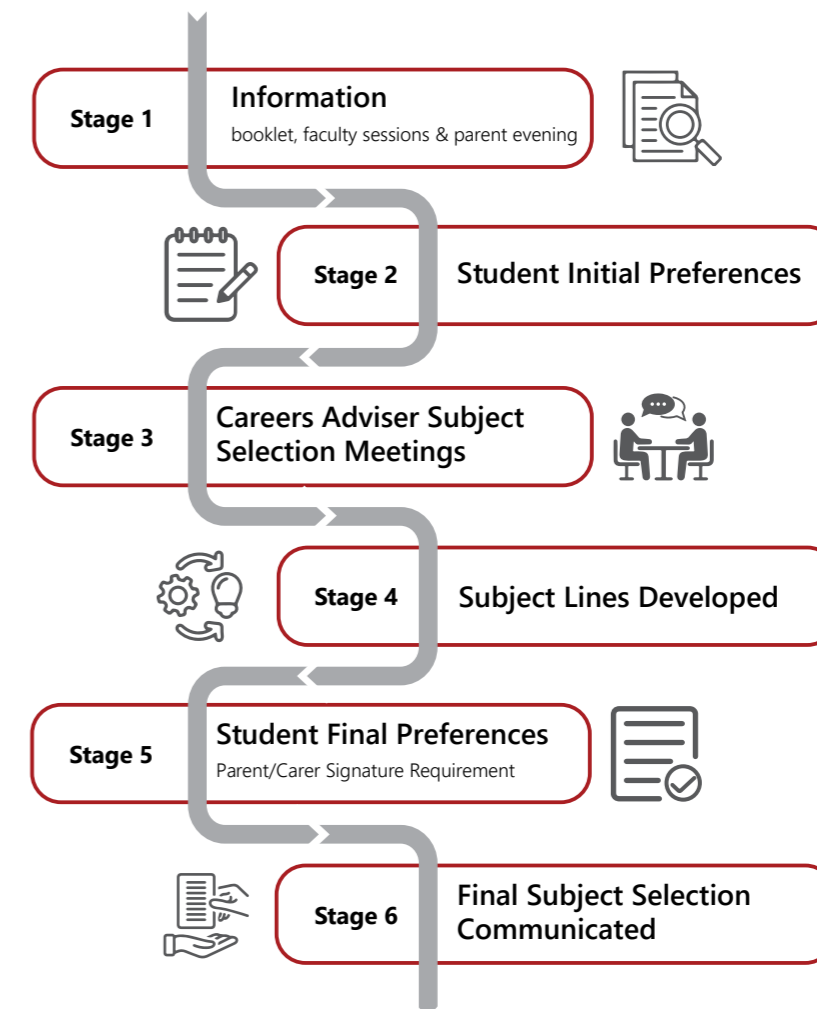
- Subject lines will be decided to reflect student choice to ensure as many students as possible can select their preferred subjects.
- Final subject lines and study patterns will be communicated to students and parents.

## Stage 5 - Student Final Preferences

- Students will make their final choice based on subjects available in each line through Edval.
- Students will be provided with an Edval print out that they will be required to signed by a parent/caregiver and return to the DP Subject Selection.
- Students who want to study an external course such as TVET or Languages must still select 12 units of school based courses.

## Stage 6 - Final subject Allocation Communicated

- Students who are not able to study one of their top preferences will be contacted and supported through the process of selecting an alternative suitable pattern of study within the subject lines.



## Important Information when Deciding

### Subject Selection Timeline

### Dates

- Booklet published – Website, Google classroom, SENTRAL. Term 2 week 7
- Faculty information sessions for students. Term 2 week 7 & 8
- Subject selection parent information evening (All stakeholders). Term 2 week 8 – 18th June Yr 10 6-7pm.
- Student choices (edval choices) Yr 10 Online. Term 2 week 8 & 9
- Student interviews/ course and TVET/External courses. Term 2 weeks 9 & 10
- Extension classes panel review– Yr 10. Term 2 week 9
- Extension classes applications and panel review – Yr 11. Term 3 week 10

### Staff Contacts

### Email

#### Subject Selection Deputy Principal:

Ms. Sheree Bourke

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**Technologies (TAS):** Mr. Ben Jones

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## Tempe High School Stage 6 Courses



# English Advanced

**Number of Units:** 2

**Course Fees:** \$20

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** English

**Head Teacher:** Ms Haigh

**NESA Code:**

11140 Year 11

15140 Year 12

**Exclusions:** English Standard, English Studies, English EAL/D, English Extension

**Board Developed:** Yes



## Course Description

In the English Advanced Year 11 course, students explore, examine, and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media, and multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values, and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry, drama, or film; poetry; film, media, or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

## Assessment

Example assessment requirements:

### Preliminary (Year 11)

- Common Module: Reading to Write - Creative Hand in – Term 1 Week 10.
- Module B: Critical Study of Literature - Multimodal Presentation – Term 2 Week 9.
- Yearly Exams: Extended responses on Common Module, Mod A and Mod B – Term 3 during examination period.

### HSC (Year 12)

- Common Module: Texts and Human Experiences – Essay with related text – Term 1 Week 2.
- Module C: Craft of Writing – Creative/Discursive Hand in Task – Term 1 Week 9.
- Module B: Critical Study of Literature – Multimodal Presentation – Term 2 Week 5.
- Trial Exams – Term 3 during examination period.

## Mandatory Expectations

Students are required to study:

### Preliminary (Year 11)

- A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, and digital texts.
- A wide range of additional related texts and textual forms.

### HSC (Year 12)

- 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 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.

## Extension Courses Linked to this Course

- English Extension 1

### Recommended for

- Students who have a keen interest in literature, reading and writing.

### Further Information

- See Ms. Haigh
- [Careers bullseye - English | myfuture](#)

# English Standard

**Number of Units:** 2

**Course Fees:** \$20

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** English

**Head Teacher:** Ms Haigh

**NESA Code:**

11130 Year 11

15130 Year 12

**Exclusions:** English Advanced English  
Studies English EAL/D English Extension

**Board Developed:** Yes



## Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas, and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational, and vocational lives.

## Assessment

Example assessment requirements:

### Preliminary (Year 11)

- Common Module: Reading to Write - Creative hand in – Term 1 Week 10.
- Module B: Close Study of Literature - Multimodal Presentation – Term 2 Week 9.
- Yearly Exams: Extended responses on Common Module, Mod A and Mod B – Term 3 during examination period.

### HSC (Year 12)

- Common Module: Texts and Human Experiences – Essay with related text – Term 1 Week 2.
- Module C: Craft of Writing – Creative/Discursive Hand in Task – Term 1 Week 9.
- Module B: Close Study of Literature – Multimodal Presentation – Term 2 Week 5.
- Trial Exams – Term 3 during examination period.

## Mandatory Expectations

Students are required to study:

### Preliminary (Year 11)

- One complex multimodal or digital text in Module A (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 related texts and textual forms.

### HSC (Year 12)

- 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.

## Recommended for

## Further Information

- Mandatory English - Standard English is recommended for students who are undertaking a humanities pattern of study to enhance their writing skills.
- See Ms. Haigh
- [Careers bullseye - English | myfuture](#)

## English as an Additional Language/Dialect (EAL/D)

<b>Number of Units:</b> 2	<b>NESA Code:</b>
<b>Course Fees:</b> \$20	11165 Year 11
<b>ATAR:</b> Yes	15155 Year 12
<b>HSC Exam:</b> Yes	<b>Exclusions:</b> English Standard, English
<b>Faculty:</b> English	Studies, English Advanced, English Extension
<b>Head Teacher:</b> Ms Haigh	<b>Board Developed:</b> Yes

### Course Description

In the English EAL/D Year 11 course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.

In the HSC English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and multimedia and a wide range of additional related texts and textual forms. Through this close study of texts, students develop and apply skills in synthesis.

In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.

### Assessment

Example assessment requirements:

#### Preliminary (Year 11)

- Module A: Language and Texts in Contexts – Multimodal Presentation – Term 1 Week 9.
- Module B: Close Study of a Text – Extended writing task – Term 2 Week 9.
- Yearly Exams – Term 3 during examination period.

#### HSC (Year 12)

- Common Module: Texts and Human Experiences – Multimodal Presentation including Listening – Term 4 Week 9.
- Module B: Language, Identity and Culture – Reading, writing and responding exam - Term 1 Week 9.
- Module D: Focus on Writing – Extended writing task – Term 2 Week 7
- Trial Exams

### Course Prerequisites

Eligibility rules apply. Please ask your teacher to check the Stage 6 English syllabus.

### Mandatory Expectations

Students are required to study:

#### Preliminary (Year 11)

- Study one substantial literary text, for example film, prose fiction, drama, or a poetry text, which may constitute a selection of poems from the work of one poet.
- Study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, and digital texts.
- Engage in regular wide reading connected to, and described in, each of the modules.
- Engage in speaking and listening components in each module.

#### HSC (Year 12)

- Study 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.
- Study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, and digital texts.
- Study at least one related text in Module A: Texts and Human Experiences.
- Engage in speaking and listening components in each module.

### Recommended for

- Students who meet the requirement of EAL/D.

### Further Information

- See Ms. Graves-Brown
- [Careers bullseye - English | myfuture](#)

# English Extension 1

**Number of Units:** 2

**Course Fees:** \$20

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** English

**Head Teacher:** Ms Haigh

**NESA Code:**

11150 Year 11 English Extension 1

15160 Year 12 English Extension 1

15170 Year 12 English Extension 2

**Exclusions:** N/A

**Board Developed:** Yes

## Course Description

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.

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.

In studying these courses, students will develop skills to work independently, to experiment with language forms, features, and structures and to engage with complex levels of conceptualisation.

## Assessment

Example assessment requirements:

### Preliminary (Year 11)

- Creative and Reflection – Term 1 Week 11.
- Independent Research Project – Term 2 Week 8.
- Yearly Exams - Term 3 during examination period.

### HSC (Year 12)

- Imaginative Response and Reflection Portfolio – Term 4 Week 8.
- Critical Essay with Student-Selected Related Text – Term 2 Week 3.
- Trial Exams

## Course Prerequisites

English (Advanced)

## Mandatory Expectations

Students are expected to study:

### Preliminary (Year 11)

- 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.

### HSC (Year 12)

- At least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document).
- At least TWO related texts.

## Extension Courses Linked to this Course

- English Extension 1 (HSC)
- English Extension 2 (HSC)

## Recommended for

- Students who have a keen interest in literature studies and may be considering the study of literature at a higher level.

## Further Information

- See Ms. Haigh
- [Careers bullseye - English | myfuture](#)

# English Studies

**Number of Units:** 2

**Course Fees:** \$20

**ATAR:** Yes with Examination

**HSC Exam:** Optional

**Faculty:** English

**Head Teacher:** Ms Haigh

**NESA Code:**

30105 Year 11 English Studies

15125 Year 12 English Studies

15126 Year 12 English Studies (exam)

**Exclusions:** English Standard, English Standard, English EAL/D, English Extension

**Content Endorsed:** Yes



## Course Description

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational, and vocational lives.

## Assessment

- Develop a portfolio of texts they have planned, drafted, edited, and presented in written, graphic and/or electronic forms across all the modules undertaken during the year.
- Engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

In addition to the above requirements, 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.

## Mandatory Expectations

Students in Year 11 and 12 are required to:

- Read, view, listen to and compose a wide range of texts including print and multimodal texts.
- Study at least one substantial print text (for example a novel, biography, or drama).
- Study at least one substantial multimodal text (for example film or a television series).

## Recommended for

- This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English. It is a course for students who wish to be more creative and flexible in their study of English.

## Further Information

- See Ms. Haigh
- [Careers bullseye - English | myfuture](#)

# Ancient History

Number of Units: 2

Course Fees: \$10

ATAR: Yes

HSC Exam: Yes

Faculty: HSIE

NESA Code:

11020 Year 11

15572 Year 12

Board Developed: Yes

Head Teacher: Ms Sinclair



## 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 the ancient past. Using archaeological and written sources, students investigate various aspects of the ancient world, including sites, people, societies, events, and developments.

The HSC course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

## Topics Covered

### Preliminary (Year 11)

- Part 1: Investigating Ancient History.
  - The Nature of Ancient History.
  - Case Studies (at least TWO).

ONE case study must be from Egypt, Greece, Rome, or Celtic Europe.

ONE case study must be from the Near East, Asia, the Americas or Australia or teacher developed.

- Part II: Features of Ancient Societies.
  - At least TWO studies to be chosen.
- Part III: Historical Investigation.
  - The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group.

### HSC (Year 12)

- Part I: Core Study: Cities of Vesuvius Pompeii and Herculaneum.
- Part II: ONE Ancient Society
- Part III: ONE Personality in their Times
- Part IV: ONE Historical Period.

The course requires study from at least TWO of the following areas: Egypt, Near East, China, Greece, Rome.

## Assessment

Example assessment requirements

### Preliminary (Year 11) (3x assessment tasks)

- Source Analysis Task.
- Historical Investigation, including an Oral Presentation.
- Yearly Examination.

### HSC (Year 12) (4x assessment tasks)

- Research Essay.
- Source Analysis Task.
- Research Task and Oral Presentation.
- Trial Examination.

## Mandatory Expectations

In the Year 11 course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

## Extension Courses Linked to this Course

- History Extension

### Recommended for

- Students who have an interest in Ancient History and are prepared to read extended texts.

### Further Information

- See Mr Jackson
- [Careers bullseye - History | myfuture](#)

# Biology

**Number of Units:** 2

**Course Fees:** \$50

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** Science

**NESA Code:**

11030 Year 11

15030 Year 12

**Board Developed:** Yes

**Head Teacher:** Mr Murphy

## Course Description

The Year 11 course investigates cellular structure and provides a basis 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 on 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.

## Topics Covered

### Preliminary (Year 11)

- Module 1: Cells as the Basis of Life
- Module 2: Organisation of Living Things
- Module 3: Biological Diversity
- Module 4: Ecosystem Dynamics

### HSC (Year 12)

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

## Assessment

Three tasks over the course of year 11 and four tasks over the course of year 12. These will include a Depth Study in both year 11 and 12 as well as a practical examination in both year 11 and 12 and a final examination.

In both Year 11 and Year 12 the requirements for assessing depth studies are:

- One task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- The depth study task must assess:
  - The Working Scientifically skills outcomes:
    - Questioning and Predicting
    - Communicating
  - A minimum of two additional Working Scientifically skills outcomes.
  - At least one Knowledge and Understanding outcome.

## Course Prerequisites

Completed Stage 5 Science.

## Mandatory Expectations

15 hours of Depth Study in both year 11 and 12.

### Resources to be supplied by students:

- Writing book
- BYOD
- Stationary

## Extension Courses Linked to this Course

- Science Extension

## Recommended for

It is recommended that you have consistently been able to attain a B average in science over the course of year 10. It is highly desirable that you enjoy science and are curious about the world around you, in particular the living world and how it functions.

## Further Information

- See Mr Murphy, Miss Padilla, Miss Soundararajan, Mr Fulton
- [Career bullseye - Biology | myfuture](#)

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Agriculture, Forestry and Fishing](#)
- [Education and Training](#)
- [Electricity, Gas, Water and Waste Services](#)
- [Health Care and Social Assistance](#)
- [Mining](#)

# Business Studies

Number of Units: 2

Course Fees: \$10

ATAR: Yes

HSC Exam: Yes

Faculty: HSIE

NESA Code:

11040 Year 11

15040 Year 12

Board Developed: Yes

Head Teacher: Ms Sinclair

## 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 resources 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.

## Topics Covered

### Preliminary (Year 11)

Focuses on the role of business and managers in a changing business environment and the processes of planning a small to medium enterprise.

- Nature of Business
- Business Management
- Business Planning

### HSC (Year 12)

Focuses on strategies for effective management of the following areas:

- Operations
- Marketing
- Finance
- Human resources

## Assessment

Example assessment requirements:

### Preliminary (Year 11) (3x assessment tasks)

- Topic Test
- Research Task
- Business Report
- Oral Presentation
- Yearly Examination

### HSC (Year 12) (4x assessment tasks)

- In-class Extended Response
- Topic Test
- Research Report
- Trial Examination

## Recommended for

- Students who enjoyed Commerce in Stage 5 or are interested in the functioning of businesses.

## Further Information

- See Ms Sinclair, Ms Siddiqua, Ms Ali, Ms Georges
- [Careers Bullseye - Business Studies | myfuture](#)





# Business Services - VET

**Number of Units:** 2  
**Course Fees:** \$10  
**ATAR:** Yes  
**HSC Exam:** Yes  
**Faculty:** HSIE

**NESA Code:**  
 26110, 26111, 26112, 26199 (Examination)  
**Exclusions:** N/A  
**Board Developed:** Yes & TAFE  
**Head Teacher:** Ms Sinclair

## Course Description

VET is a 'dual accredited' course for NSW school students. Students receive recognition towards their school qualification (HSC), as well as a nationally recognised VET qualification (Certificate III in Business or a Statement of Attainment – dependent on their completion of the units of competency).

The business services industry comprises 4 main industry sectors – business administration and governance, business communication, business leadership and management and specialised business services. The skill needs for Business Services are diverse, and transferable across industries. Skills such as creativity, critical thinking and problem solving are increasingly important to support collaborative work.

## Topics Covered

HSC Course - The Business Services Curriculum Framework mandatory focus areas are:

- Innovation and technology
- Safety and wellbeing
- Sustainability
- Working in the business services industry and workplace.

## Assessment

TAFE Course	Preliminary (Year 11)	HSC (Year 12)
<ul style="list-style-type: none"> <li>• Units of competencies (Cluster Tasks 1-7)</li> <li>• Mandatory HSC work placement requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly Examination</li> </ul>	<ul style="list-style-type: none"> <li>• Trial Examination</li> </ul>

## Mandatory Expectations

Work placement requirement (70 hours total)

- 2 x 35-hour work placements in an appropriate business services work environment.

### Resources to be supplied by students:

- Laptop (chromebooks are incompatible).

### Recommended for

- Students who wish to gain a VET qualification in Business and are interested in the business industry.

### Further Information

- See Ms Mustafa, Ms Georges
- [Careers Bullseye - Business Studies | myfuture](#)
- [VET NESA Page](#)

Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Administrative and Support Services](#)
- [Education and Training](#)
- [Professional, Scientific and Technical Services](#)
- [Public Administration and Safety](#)
- [Rental, Hiring and Real Estate Services](#)

## NSW Department of Education RTO 90333

2025 Business Services Course Descriptor  
BSB30120 Certificate III in Business

### Course: Business Services

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)

### Consumable Costs

Preliminary \$10  
HSC \$10

### Refunds

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



## Course Description

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 BSB30120 Certificate III in Business <https://training.gov.au/training/details/bsb30120>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 13 units of competency. To meet NESA course hours the program includes 14 units. 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 (client) service skills
- Using technology to organise information
- Creativity
- Critical Thinking
- Problem Solving

### Examples of Occupations in the Entertainment Industry

- Medical administration
- Clerical worker
- Office administration
- Receptionist
- Information desk operator
- Records and information 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 Business Services 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.

### Further Information

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 Business Services (120 indicative hours) course or the Business Services (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>

# Chemistry

**Number of Units:** 2

**Course Fees:** \$50

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** Science

**Head Teacher:** Mr Murphy

**NESA Code:**

11050 Year 11

15050 Year 12

**Exclusions:** N/A

**Board Developed:** Yes

## 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.

## Topics Covered

### Preliminary (Year 11)

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

### HSC (Year 12)

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

## Assessment

Three tasks over the course of year 11 and four tasks over the course of year 12. These will include a Depth Study in both year 11 and 12 as well as a practical examination in both year 11 and 12 and a final examination.

In both Year 11 and Year 12 the requirements for assessing depth studies are:

- One task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- The depth study task must assess:
  - The Working Scientifically skills outcomes:

- Questioning and Predicting
- Communicating
- A minimum of two additional Working Scientifically skills outcomes.
- At least one Knowledge and Understanding outcome.

## Course Prerequisites

Completed Stage 5 Science

## Mandatory Expectations

15 hours of Depth Study in both year 11 and 12.

### Resources to be supplied by students:

- Writing book, BYOD, stationary

## Extension Courses Linked to this Course

- Science Extension

### Recommended for

It is recommended that you have consistently been able to attain a B average in science over the course of year 10. It is highly desirable that you enjoy science and are curious about the world around you.

### Further Information

- See Mr Murphy or Mr Katsifis
- [Career bullseye - Chemistry | myfuture](#)

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Agriculture, Forestry and Fishing](#)
- [Education and Training](#)
- [Electricity, Gas, Water and Waste Services](#)
- [Health Care and Social Assistance](#)
- [Mining](#)

# Chinese and Literature

<b>Number of Units:</b> 2	<b>NESA Code:</b>
<b>Course Fees:</b> Nil	11555 Year 11
<b>ATAR:</b> Yes	15560 Year 12
<b>HSC Exam:</b> Yes	<b>Exclusions:</b> Chinese Beginners, Chinese
<b>Faculty:</b> Languages	Continuers, Chinese Extension, Chinese in Context
<b>Head Teacher:</b> Ms White	<b>Board Developed:</b> Yes

## Course Description

Students are expected to become familiar with the general shape and structure of a range of text types. Text types indicated below are those which students may be expected to produce in the external examination.

- Advertisements
- Interviews
- Procedures
- Announcements
- Journal entries
- Recounts
- Articles
- Letters
- Reports
- Descriptions
- Narrative accounts
- Reviews
- Essays
- Personal profiles
- Speeches/talks (scripted)

## Assessment

Formal school-based assessment program is to reflect the following components, weightings, and requirements.

## Course Prerequisites

Cultural and linguistic background in the language.

## Mandatory Expectations

- Listening (20%)
- Reading (40%)
- Speaking (10%)
- Writing (30%)

## Resources Supplied by Students:

Book and Laptop

## Extension Courses Linked to this Course

- Chinese Extension 1

## Recommended for

- Cultural and linguistic background in the language.

## Further Information

- [Careers bullseye - Languages | myfuture](#)

# Chinese Continuers

<b>Number of Units:</b> 2	<b>NESA Code:</b>
<b>Course Fees:</b> Nil	11540 Year 11
<b>ATAR:</b> Yes	15550 Year 12
<b>HSC Exam:</b> Yes	<b>Exclusions:</b> Chinese Extension, Heritage Chinese
<b>Faculty:</b> Languages	(Mandarin), Chinese Background Speakers
<b>Head Teacher:</b> Ms White	<b>Board Developed:</b> Yes

## Course Description

The course focuses on a range of themes and topics relevant to the interests and activities of young people. Themes include

- The Individual,
- The Chinese Speaking Communities, and
- The Changing World.

These themes will provide students with opportunities to engage with Chinese-speaking communities and understand the cultural context of the language

## Assessment

Formal school-based assessment program is to reflect the following components, weightings, and requirements.

## Course Prerequisites

Stage 5 Chinese or equivalent knowledge.

## Mandatory Expectations

- Listening (30%)
- Reading (30%)
- Speaking (20%)
- Writing (20%)

## Resources to be supplied by students:

Book and Laptop

## Extension Courses Linked to this Course

- Chinese Extension 1

## Recommended for

- Want to continue their study of the Chinese language.

## Further Information

- See Ms Lou
- [Careers bullseye - languages | myfuture](#)

# Chinese in Context

<b>Number of Units:</b> 2	<b>NESA Code:</b>
<b>Course Fees:</b> Nil	11545 Year 11
<b>ATAR:</b> Yes	15555 Year 12
<b>HSC Exam:</b> Yes	<b>Exclusions:</b> Chinese Beginners, Chinese Continuers,
<b>Faculty:</b> Languages	Chinese Extension, Chinese and Literature
<b>Head Teacher:</b> Ms White	<b>Board Developed:</b> Yes



## Course Description

Chinese in Context language learners are typically those who have been brought up using the Chinese language outside the classroom, and who have a connection to Chinese culture. The course is about:

- Young people and their relationships
- Traditions and values in contemporary society
- The nature of work
- The individual as a global citizen
- Australian identity
- Personal Investigation (Year 12 only)

## Assessment

The Year 11 and 12 formal school-based assessment program is to reflect the following components, weightings, and requirements.

### Preliminary (Year 11) (3x Assessment Tasks)

- Interacting (25%)
- Processing and responding (50%)
- Composing (25%)

### HSC (Year 12) (4x assessment tasks)

The tasks will involve each of the 4 skill areas of listening, speaking, reading and writing at least once, either independently or in combination.

- Personal Investigation (20%)
- Interacting (25%)
- Processing and responding (30%)
- Composing (25%)

## Course Prerequisites

Students have had no formal education in a school where the language is the medium of instruction beyond the year in which the student turns 10 years of age (typically Year 4 or 5 of primary education).

## Mandatory Expectations

### Resources to be supplied by students:

Book and Laptop

### Extension Courses Linked to this Course

- Chinese Extension 1

### Recommended for

- Some study of Chinese in a community, primary and/or secondary school in Australia, and/or
- Formal education in a school where Chinese was the medium of instruction up to the age of ten.

### Further Information

- See Ms Lou
- [Careers bullseye - Languages | myfuture](#)

# Community and Family Studies

**Number of Units:** 2

**Course Fees:** \$30

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** PDHPE

**NESA Code:**

11060 Year 11

15060 Year 12

**Board Developed:** Yes

**Head Teacher:** Mr Newton

## 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.

## Assessment

Example assessment requirements:

### Preliminary Course (3x assessment tasks)

- Resource Management Topic Test
- Leadership & Group Case Study
- Yearly Examination

### HSC Course (4x assessment tasks)

- Independent Research Project
- Investigation Report
- Extended Written Response
- Trial Examination

## Mandatory Expectations

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.

## Formal Exam

- 2 hour formal examination (Yr11)
- 3 hour formal examination (HSC)

## Recommended for

- Students that have an interest in social justice, community and family care.

## Further Information

- See Mr Newton
- [Careers bullseye - Physical Education | myfuture](#)
- <https://youtu.be/TquPiAjZEqY>



# Dance

**Number of Units:** 2

**Course Fees:** Each year \$90 (Includes Excursion and HSC support with gear)

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** CAPA

**NESA Code:**

11070 Year 11

15070 Year 12

**Exclusions:** N/A

**Board Developed:** Yes

**Head Teacher:** Ms Byrnes



## Course Description

Students study three compulsory core components in Performance, Composition and Appreciation for both the Preliminary and HSC courses. In the HSC course, students undertake an in-depth Major Study Option in an area of their choice: Performance, Composition, Appreciation or Dance and Technology which involves choreographing dance for the film genre or the digital platform of the Virtual Body.

Through the study of dance performance students learn to physically prepare the body to dance (including Dance Technique) and they also learn to perform dance works.

Through the study of dance composition students learn to create and organise movement that communicates and expresses ideas in an individual and personal style.

Students learn about dance as works of art, and through dance appreciation they study seminal artists and dance works for their contribution to the development of dance over time.

## Assessment

Through the senior course students complete both practical and theoretical assessments. These can include (but are not limited to) dance performance, dance appreciation, dance choreography, essays, analysis, reflections.

Example assessment requirements:

- Core Performance and discussion 20%
- Major Study performance and viva voce 40%
- Core composition performance, rationale and process diary 20%
- Core appreciation essays (During trials) 20%

## Mandatory Expectations

Students will need to perform in front of an audience and learn/develop choreography to complete this course.

## Formal Exam

- Core Performance
- Core Composition
- Written Exam (3 extended responses)

## Recommended for

- Students who enjoy dancing
- Students who enjoy analysing and composing their own dance works.
- Students who want to develop confidence in movement and expression through the body.

## Further Information

- [NESA Dance Syllabus](#)
- [Overview of HSC Dance](#)
- [Careers bullseye - performing arts | myfuture](#)
- [SMH Study guide](#)

# Design and Technology

**Number of Units:** 2

**Course Fees:** \$100

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** TAS

**NESA Code:**

11080 Year 11

15080 Year 12

**Board Developed:** Yes

**Head Teacher:** Mr Jones

## Course Description

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the Preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

## Topics Covered

### Preliminary (Year 11)

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, work health and safety, evaluation, and manipulation of materials, tools and techniques.

### HSC (Year 12)

Involves the study of innovation and emerging technologies, including a case study of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

## Assessment

Example assessment requirements:

### Preliminary (Year 11)

- Task 1 – Designer Case Study – Written hand in
- Task 2 – Preliminary Design Project – Physical design project and folio
- Task 3 – Yearly Exam

### HSC (Year 12)

- Task 4 – MDP Pitch Presentation.
- Task 5 – MDP Progress Report (video)
- Task 6 – Innovation Case Study – Written hand in
- Task 7 – Trial HSC Exam

## Mandatory Expectations

- Preliminary major project
- HSC Major Project
- Students are required to manage budget of Major Project as it is self funded.

**Resources to be supplied by students:**  
Laptop (chromebooks are incompatible)

## Formal Exam

- 60% Major project
- 40% 90 min paper examination

## Further Information

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Agriculture, Forestry and Fishing](#)
- [Education and Training](#)
- [Electricity, Gas, Water and Waste Services](#)
- [Health Care and Social Assistance](#)
- [Mining](#)



# Drama

**Number of Units:** 2

**Course Fees:** Preliminary \$100 (Includes Excursion and Production), HSC \$95 (Includes Excursion and Text use)

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** CAPA

**NESA Code:**

11090 Year 11

15090 Year 12

**Board Developed:** Yes

**Head Teacher:** Ms Byrnes



## Course Description

This course provides students with the opportunity to engage in collaborative and individual experiences to develop skills in interpretation, communication, creativity, confidence, collaboration, performance and critical analysis. The course equips students with skills that inform their work across many domains and industries and prepares them for collaboration on creative projects and confidence in their own presentations and performances.

The preliminary course focuses on developing an understanding of theatre history, different approaches to acting, improvising and playbuilding, directorial, dramaturgical and design skills and the Year 11 production (which gives students hands on experience in how to produce and perform in a production) The HSC course focuses on Australian Drama and Theatre, an elective around the work of a particular practitioner or playwright and two major works (Individual and Group) The course is designed as a way to lead into the theatre industry but also as a means of developing crucial creative and collaborative skills.

## Topics Covered

### Preliminary (Year 11)

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

### HSC (Year 12)

- Individual Project (Choice of Performance, Script, Film, Design project, Directorial Project or research)
- Group Performance (Group devised original performance)
- Australian Drama and Theatre
- Studies in Drama and Theatre (Chosen practitioner or focus area)

## Assessment

Through the senior course students complete both practical and theoretical assessments. These can include (but are not limited to) live group performance, monologue performance, performance of plays, filmed performance, design or directorial portfolios, essays, group work, reflection and critique.

Example assessment requirements for HSC:

- Australian Theatre Performance 30%
- Individual Project Progress Performance/Presentations 20%
- Group Performance Progress Performance 20%
- Written Trial Examination 30%

## Mandatory Expectations

Students will need to perform and work in groups to complete this course.

## Formal Exam

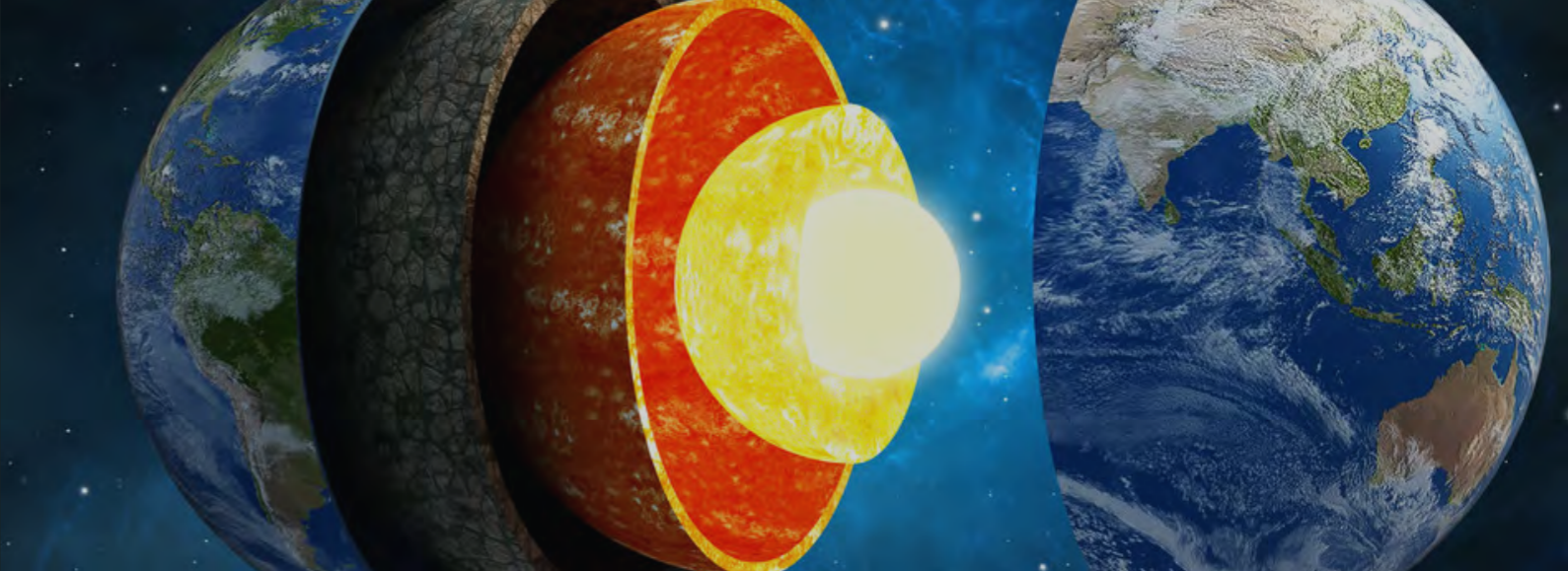
- Submission or performance of Individual Project
- Performance of an original Group Performance
- Written Examination (2 essays)

## Recommended for

- Students who enjoy theatre, film, performance art and movement.
- Students who want to develop their confidence, collaboration and creativity.
- Students who want to develop their empathy, critical thinking and general knowledge of the arts in our world.

## Further Information

- [NSW Education Standards Authority \(NESA\) Syllabus page](#)
- [HSC Drama Performance](#)
- [Individual Project Online Module](#)
- [2024 Onstage Virtual Tour](#)
- [Careers bullseye - performing arts | myfuture](#)
- [Why study Drama](#)



# Earth and Environmental Science

**Number of Units:** 2

**Course Fees:** \$20

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** Science

**NESA Code:**

11100 Year 11

15100 Year 12

**Board Developed:** Yes

**Head Teacher:** Mr Murphy

## Course Description

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

## Topics Covered

### Preliminary (Year 11)

- Module 1 Earth's Resources
- Module 2 Plate Tectonics
- Module 3 Energy Transformations
- Module 4 Human Impacts

### HSC (Year 12)

- Module 5 Earth's Processes
- Module 6 Hazards
- Module 7 Climate Science
- Module 8 Resource Management

## Assessment

Three tasks over the course of year 11 and four tasks over the course of year 12. These will include a Depth Study in both year 11 and 12 as well as a practical examination in both year 11 and 12 and a final examination.

In both Year 11 and Year 12 the requirements for assessing depth studies are:

- One task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- The depth study task must assess:
  - The Working Scientifically skills outcomes:
    - Questioning and Predicting
    - Communicating
  - A minimum of two additional Working Scientifically skills outcomes
  - At least one Knowledge and Understanding outcome.

## Course Prerequisites

Completed Stage 5 Science

## Mandatory Expectations

15 hours of Depth Study in both year 11 and 12.

### Resources to be supplied by students:

- Writing book
- BYOD
- Stationary

## Extension Courses Linked to this Course

- Science Extension

## Recommended for

It is recommended that you have been able to maintain a B average in science over the course of year 10. It is highly desirable that you enjoy science and are curious about the world around you, in particular how humans have interacted with our planet.

## Further Information

- See Mr Murphy
- [Career bullseye - Environmental Sciences | myfuture](#)

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Agriculture, Forestry and Fishing](#)
- [Education and Training](#)
- [Electricity, Gas, Water and Waste Services](#)
- [Health Care and Social Assistance](#)
- [Mining](#)

# Economics

Number of Units: 2

Course Fees: \$10

ATAR: Yes

HSC Exam: Yes

Faculty: HSIE

NESA Code:

11110 Year 11

15110 Year 12

Board Developed: Yes

Head Teacher: Ms Sinclair

## Course Description

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society.

Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

## Topics Covered

### Preliminary (Year 11)

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

### HSC (Year 12)

- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies and Management

## Assessment

Example assessment requirements:

### Preliminary (Year 11) (3x assessment tasks)

- Topic Test
- Research Task
- In-class Extended Response
- Group Research Task
- Oral Presentation
- Yearly Examination

### HSC (Year 12) (4x assessment tasks)

- Research Task
- Topic Test
- Oral Presentation
- Trial Examination

### Recommended for

- Students who enjoyed studying Commerce in Stage 5 or have an interest in politics and the Australian and global economy.

### Further Information

- See Ms Davidson, Ms Eagan
- [Careers bullseye - Economics | myfuture](#)

# Engineering Studies

Number of Units: 2

Course Fees: \$50

ATAR: Yes

HSC Exam: Yes

Faculty: TAS

NESA Code:

11120 Year 11

15120 Year 12

Board Developed: Yes

Head Teacher: Mr Jones



## Course Description

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

## Topics Covered

### Preliminary (Year 11)

Students undertake the study of 4 compulsory modules:

- THREE application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:
  - Engineering Fundamentals
  - Engineered Products and
  - Braking Systems
- ONE focus module relating to the field of Biomedical Engineering.

### HSC (Year 12)

Students undertake the study of 4 compulsory modules:

- TWO application modules relating to the fields of:
  - Civil Structures and
  - Personal and Public Transport
- TWO focus modules relating to the fields of:
  - Aeronautical Engineering and
  - Telecommunications Engineering.

## Assessment

### Preliminary (Year 11)

Students are required to produce a component of an engineering report in Engineering application module 1, Engineering Fundamentals, and then a complete engineering report in Engineering focus module 3, Braking Systems.

### HSC (Year 12)

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

## Formal Exam

- 3 Hour examination

## Recommended For

Are interested in a career path in chemical, electrical mechanical or structural engineering.

## Further Information

- See Mr Tserpses

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Agriculture, Forestry and Fishing](#)
- [Education and Training](#)
- [Electricity, Gas, Water and Waste Services](#)
- [Health Care and Social Assistance](#)
- [Mining](#)

# Entertainment Industry - VET

**Number of Units:** 2

**Course Fees:** \$150 per year

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** CAPA

**NESA Code:** 26400, 26401, 26402, 26499

(Examination)

**Exclusions:** N/A

**Board Developed:** Yes

**Head Teacher:** Ms Byrnes

## Course Description

The Entertainment Industry course provides students with skills and knowledge in live production and technical services. It offers practical experience in customer service, technical production of lighting, sound, and vision, and fosters communication, creativity, critical thinking, and problem-solving abilities. The course is designed to prepare students for various roles in the entertainment industry, such as sound technician, lighting technician, and much more!

## Topics Covered

- Audio
- Customer Service
- Lighting
- Safety
- Staging
- Vision
- Working in the Entertainment industry and workplace

## Assessment

**Competency-Based Assessment:** Students must demonstrate their ability to satisfactorily complete the tasks required in each unit of competency.

**HSC Examination (optional for ATAR purposes):** A written examination with multiple-choice, short answers, and extended response items, independent of the competency-based assessment.

## Mandatory Expectations

Completion of 240 indicative hours of coursework.

A minimum of 70 hours of work placement.

## Formal Exam

Available after completing 240 indicative hours.

Written examination with multiple-choice, short answers, and extended response items.

## Recommended for

- Students who are interested in gaining practical skills in live production and technical services.
- Students who are considering a career in the entertainment industry.

## Further Information

- [NSW Education Standards Authority \(NESA\) Syllabus page](#)
- [Encore Performances](#)



## NSW Department of Education RTO 90333

2025 Entertainment Industry Course Descriptor  
CUA30420 Certificate III in Live Production and Technical Services

<b>Course: Entertainment Industry</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	<b>HSC credit – 4 units plus 1 unit for the specialisation study</b> (2 units x 2 years) plus (1 unit x 1 year) Board Developed Course (240 hour) plus (60 hour)
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### Consumable Costs

Preliminary \$150  
HSC \$150

### Refunds

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

## Course Description

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 CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/training/details/cua30420>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 15 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 (client) service skills
- Technical production of lighting, sound and vision
- Communication Skills
- Creativity
- Critical Thinking
- Problem Solving

## Examples of Occupations in the Entertainment Industry

- Assistant sound technician
- Assistant lighting technician
- Follow spot operator
- Front of house assistant
- Production crew
- Stagehand

## 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 Entertainment 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.

### Further Information

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 Entertainment Industry (120 indicative hours) course or the Entertainment Industry (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>

# Geography

**Number of Units:** 2

**Course Fees:** \$10

Additional fieldwork excursion fees throughout the course.

**ATAR:** Yes

**HSC Exam:** Yes

**NESA Code:**

11190 Year 11

15190 Year 12

**Board Developed:** Yes

**Faculty:** HSIE

**Head Teacher:** Ms Sinclair

## 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 inquiry through planning and conducting a geographical investigation.

The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, ecosystems and global biodiversity.

## Topics Covered

### Preliminary (Year 11)

- Earth's Natural Systems
- People, Patterns and Processes
- Human-environment Interactions
- Geographical Investigation

### HSC (Year 12)

- Global Sustainability
- Rural and Urban Places
- Ecosystems and Global Biodiversity

## Assessment

Example assessment requirements:

### Preliminary (Year 11) (3x Assessment Tasks)

- Geographical Investigation (primary and secondary research on current geographical issue)
- Oral Presentation
- In-class Extended Response
- Topic Test
- Geographical skills-based Task
- Research Task
- Yearly Examination
- Fieldwork Task

### HSC (Year 12) (4x assessment tasks)

- Research Task
- Oral Presentation
- In-class Extended Response
- Topic Test
- Geographical skills-based Task
- Research Task
- Fieldwork Task
- Trial Examination

## Mandatory Expectations

Students complete a Geographical Investigation in the Preliminary Course and must undertake 12 hours of mandatory fieldwork in both the Preliminary and HSC Courses.

### Resources to be supplied by students:

- Clear 30cm ruler
- 360° protractor
- Calculator

### Recommended for

- Students who enjoyed junior Geography or are interested in contemporary world and issues related to our natural or human-influenced world.

### Further Information

- See Ms Sinclair, Ms Davidson
- [Careers bullseye - Geography | myfuture](#)

# Health and Movement Science (PDHPE)

**Number of Units:** 2

**Course Fees:** \$30

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** PDHPE

**NESA Code:**

11300 Year 11

15320 Year 12

**Board Developed:** Yes

**Head Teacher:** Mr Newton

## Course Description

Formerly the PDHPE course, the new Health and Movement Science course draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement.

## Assessment

Example assessment requirements:

### Preliminary (Year 11) (3x assessment tasks)

- Collaborative Investigation- students develop knowledge and skills to support their own and others' health and movement.
- Depth Study- students undertake an investigation/activity that allows for the further development of one or more concepts.
- Formal Examination

### HSC (Year 12) (4x assessment tasks)

Assessment types may include:

- Depth Study
- Media Analysis
- Topic Test
- Trial Examination



## Mandatory Expectations

### Preliminary (Year 11)

- Collaborative Investigation
- Minimum of 2 Depth Studies

Students in Year 11 are provided with a total of 20 hours in class time for in-depth studies.

### HSC (Year 12)

- A minimum of 2 Depth Studies

Students in Year 12 are provided with a total of 30 hours in class time for in-depth studies.

## Formal Exam

2 hour formal examination (Year 11)

3 hour formal examination (HSC)

## Recommended for

- Students who have an interest in health, movement, sports and recreation.

## Further Information

- See Mr Newton
- [Careers bullseye - Physical Education | myfuture](#)





# Hospitality - Food and Beverage - VET

**Number of Units:** 2

**Course Fees:** \$200

**ATAR:** Yes - with examination

**HSC Exam:** Optional

**Exclusions:** N/A

**Faculty:** TAS Faculty

**NESA Code:**

26520, 26521, 26522, 26589 (Examination)

**Board Developed:** Dual accredited with TAFE Statement of Attainment towards SIT SIT20322 Certificate II in Hospitality

**Head Teacher:** Mr Jones

## Course Description

Hospitality is a course for students who have a passion for food preparation and the hospitality industry. Students may wish to work in the hospitality industry, either as a long-term career or in part-time or temporary hospitality positions whilst at university. However, many students study this course as they simply enjoy learning about and participating in, the hospitality industry setting.

Hospitality is a dual-accredited course resulting in the Australian Qualifications Framework qualification of SIT20322 Certificate II in Hospitality, as well as a Higher School Certificate mark which may count towards the ATAR. The course presents students with the opportunity to acquire the knowledge and skills required to perform a range of tasks in a variety of industry environments.

The Hospitality course is divided into focus areas each with related units of work. Over two years, students cover four mandatory areas which concentrate on developing the skills to work effectively in a hospitality environment. Stream units for Food and Beverage cover the knowledge and skills specific to this sector of the industry. In addition, students complete a selection of elective subjects that are not examinable in the HSC examination.

## Topics Covered

- Work effectively with others
- Use hygienic practices for food safety
- Participate in safe work practices
- Source and use information on the hospitality industry
- Prepare and serve non-alcoholic beverages
- Prepare and serve espresso coffee
- Serve food and beverage
- Interact with customers
- Use hospitality skills effectively

## Assessment

This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. When a student achieves a Unit of Competency it is registered with NESA. Competency based assessment determines the vocational qualification that a student will receive.

## Mandatory Expectations

Students must attend Coffee School and 2x 35 hour work placements that are organised for the student.

## Formal Exam

Optional 2 hour paper based examination. The examination is required for students wanting the course to count towards their ATAR.

## Recommended for

Students who enjoy preparing and serving food and are interested in learning more about the Hospitality industry

## Further Information

- See Ms McHale
- [Careers bullseye - home-Economics | myfuture](#)

## NSW Department of Education RTO 90333

2025 Hospitality Course Descriptor  
SIT20322 Certificate II in Hospitality

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<b>Course: Hospitality (Food and Beverage Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course</b>	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
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### Consumable Costs

Preliminary \$200  
HSC \$200

### Refunds

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

## Course Description

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 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 NESAs. 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

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>Customer (client) service skills</li><li>Teamwork</li><li>Organisational Skills</li></ul> | <ul style="list-style-type: none"><li>Adaptability</li><li>Critical Thinking</li><li>Problem Solving</li></ul> |
|---|--|

### Examples of Occupations in the Entertainment Industry

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>Food and beverage attendant</li><li>Espresso coffee machine operator</li><li>Restaurant host/hostess</li></ul> | <ul style="list-style-type: none"><li>Receptionist</li><li>Function attendant</li><li>Barista and cafe service</li></ul> |
|--|--|

## 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 NESAs.

### 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.

### Further Information

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

# Industrial Technology - Multimedia Technologies

**Number of Units:** 2

**Course Fees:** \$75

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** TAS

**Head Teacher:** Mr Jones

**NESA Code:**

11200 Year 11

15200 Year 12

**Exclusions:** Industrial Technology - Timber Products and Furniture Technologies

**Board Developed:** Yes



## Course Description

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

This course provides students with the opportunity to develop their knowledge and understanding of the Multimedia industry and its related technologies. Through a process of observing and analysing industry practice and through personal practical experiences, students develop a broad range of skills and knowledge related to Multimedia Technologies. The course highlights the importance of design, management and production through the production of practical projects. Students select and apply appropriate design, management and production skills in the development of a Major Project and supporting documentation.

## Assessment

Example assessment requirements:

### Preliminary (Year 11)

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

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

## HSC (Year 12)

The following sections are taught in relation to the Multimedia Technology focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study
- Major Project
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

## Mandatory Expectations

Projects may be shown to the whole school

## Formal Exam

Yes

## Recommended for

Recommended for students who enjoy animation, film, video games, and/or graphic design. Students who are creative, imaginative, and independent learners i.e. have the ability to manage time and large projects effectively. Students should have some prerequisite skills and experience in some multimedia related programs such as for film editing, animation, 3D modelling, and/or game design.

## Further Information

- See Mr Tabuteau
- [Careers bullseye - Media Studies | myfuture](#)

# Investigating Science

Number of Units: 2

Course Fees: \$50

ATAR: Yes

HSC Exam: Yes

Faculty: Science

NESA Code:

11215 Year 11

15215 Year 12

Board Developed: Yes

Head Teacher: Mr Murphy

## 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

### Preliminary (Year 11)

- Module 1 Cause and Effect – Observing
- Module 2 Cause and Effect – Inferences and Generalisations
- Module 3 Scientific Models
- Module 4 Theories and Laws

### HSC (Year 12)

- Module 5 Scientific Investigations
- Module 6 Technologies
- Module 7 Fact or Fallacy?
- Module 8 Science and Society

## Assessment

Three tasks over the course of year 11 and four tasks over the course of year 12. These will include a Depth Study in both year 11 and 12 as well as a practical examination in both year 11 and 12 and a final examination.

In both Year 11 and Year 12 the requirements for assessing depth studies are:

- One task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- The depth study task must assess:
  - The Working Scientifically skills outcomes:
    - Questioning and Predicting
    - Communicating

- A minimum of two additional Working Scientifically skills outcomes
- At least one Knowledge and Understanding outcome.

## Course Prerequisites

Completed Stage 5 Science

## Mandatory Expectations

30 hours of Depth Study in both year 11 and 12.

### Resources to be supplied by students:

- Writing book, BYOD, stationary

## Extension Courses Linked to this Course

- Science Extension

## Recommended for

It is recommended that you have been able to maintain a C average in science over the course of year 10. It is highly desirable that you enjoy science and are curious about the world around you, in particular how science works and how it impact society.

It is recommended for students who would like to know how science operates from the philosophy of how we know what we know and how do we know the process provides us an answer to our questions to when should we conduct science and what are the implications and ethics of doing science.

Students who complete any science in Year 11 (Biology, Chemistry, Physics or Earth and Environmental Science) may opt to take up Investigating Science in Year 12. This increases options for students. You may just choose to take on an extra two units of science. You may choose to drop a course of study at the end of year 11 (it does not need to be a science) and pick up Investigating Science in Year 12 or you may wish to do 10 units in year 12 by dropping two subjects and picking up Investigating Science. This is a conversation you would have with your parents, year Adviser and school.

## Further Information

- See Mr Murphy

The knowledge and skills developed in this course can be applied across a range of career pathways.

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Agriculture, Forestry and Fishing](#)
- [Education and Training](#)
- [Electricity, Gas, Water and Waste Services](#)
- [Health Care and Social Assistance](#)
- [Mining](#)

# Legal Studies

Number of Units: 2

Course Fees: \$10

ATAR: Yes

HSC Exam: Yes

Faculty: HSIE

NESA Code:

11220 Year 11

15220 Year 12

Board Developed: Yes

Head Teacher: Ms Sinclair



## 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.

## Topics Covered

### Preliminary (Year 11)

- Part I – The Legal System
- Part II – The Individual and the Law
- Part III – The Law in Practice

### HSC (Year 12)

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options

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.

## Assessment

Example assessment requirements:

### Preliminary (Year 11) (3x assessment tasks)

- In-class Writing Task
- Research Report
- Research Task, including an Oral Presentation
- Topic Test
- Yearly Examination

### HSC (Year 12) (4x assessment tasks)

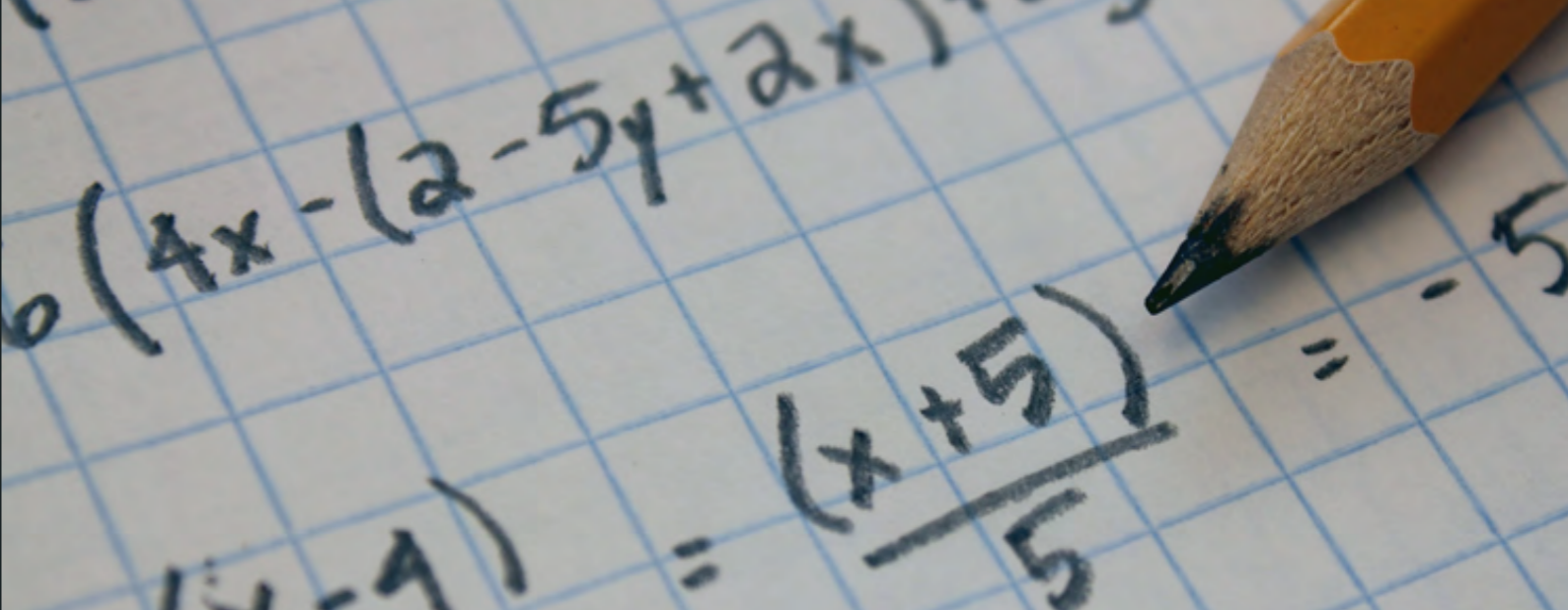
- Topic Test
- Group Presentation
- Research Task
- Trial Examination

## Recommended for

- Students who have an interest in the operation of the legal system, debating current events and their legal implications and/or human rights. In addition, students are prepared to apply sustained academic effort and to keep up to date with a demanding syllabus.

## Further Information

- See Ms Eagan, Ms Georges, Mr Ampt
- [10 Jobs you can do with a Law degree](#)



# Mathematics Advanced

**Number of Units:** 2

**Course Fees:** \$20

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** Mathematics

**Head Teacher:** Mr Gouzoulis

**NESA Code:**

11255 Year 11

15255 Year 12

**Exclusions:** Mathematics Standard 1 and 2

**Board Developed:** Yes

## Course Description

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

The study of Mathematics Advanced in Stage 6:

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

## Topics Covered

### Preliminary (Year 11)

- Functions:
  - Working with Functions
- Trigonometric Functions:
  - Trigonometry and Measure of Angles
  - Trigonometric Functions and Identities
- Calculus:
  - Introduction to Differentiation
- Exponential and Logarithmic Functions:
  - Logarithms and Exponentials
- Statistical Analysis:
  - Probability and Discrete Probability Distributions

### HSC (Year 12)

- Functions:
  - Graphing Techniques
- Trigonometric Functions:
  - Trigonometric Functions and Graphs
- Topic: Calculus
  - Differential Calculus:
    - The Second Derivative
    - Integral Calculus
- Financial Mathematics:
  - Modelling Financial Situations Topic: Statistical Analysis
  - Descriptive Statistics and Bivariate Data Analysis
  - Random Variables

## Assessment

Example assessment requirements:

### Preliminary (Year 11) (3x Assessment Tasks)

- Task 1 – Class Test
- Task 2 – Alternate Task
- Task 3 – Yearly Exam

### HSC (Year 12) (4x assessment tasks)

- Task 1 – Class Test (December)
- Task 2 – Class Test
- Task 3 – Alternate Task
- Task 4 – Trial HSC

## Course Prerequisites

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

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis

And at least some of the content from the following sub strands of Stage 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes

## Extension Courses Linked to this Course

- Mathematics Extension 1

## Recommended for

- Have studied 5.3 Mathematics in Stage 5

## Further Information

- See Mr Gouzoulis
- [Careers bullseye - Maths | myfuture](#)

# Mathematics Extension 1

Number of Units: 1

Course Fees: \$20

ATAR: Yes

HSC Exam: Yes

Faculty: Mathematics

Head Teacher: Mr Gouzoulis

NESA Code:

11250 Year 11 Mathematics Extension 1

15250 Year 12 Mathematics Extension 1

15260 Year 12 Mathematics Extension 2

Exclusions: Mathematics Standard 1 and 2

Board Developed: Yes

## Course Description

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

The study of Mathematics Extension 1 in Stage 6:

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

## Topics Covered

### Preliminary (Year 11)

- Functions:
  - Further Work with Functions
  - Polynomials
- Trigonometric Functions:
  - Inverse Trigonometric Functions
  - Further Trigonometric Identities
- Calculus:
  - Rates of Change
- Combinatorics:
  - Working with Combinatorics

### HSC (Year 12)

- Proof:
  - Proof by Mathematical Induction
- Vectors:
  - Introduction to Vectors
- Trigonometric Functions:
  - Trigonometric Equations
- Calculus:
  - Further Calculus Skills
  - Applications of Calculus
- Statistical Analysis:
  - Binomial Distribution

## Assessment

Example assessment requirements:

### Preliminary (Year 11) (3x Assessment Tasks)

- Task 1 – Class Test
- Task 2 – Alternate Task
- Task 3 – Yearly Exam

### HSC (Year 12) (4x assessment tasks)

- Task 1 – Class Test (December)
- Task 2 – Class Test
- Task 3 – Alternate Task
- Task 4 – Trial HSC

## Course Prerequisites

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

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

## Mandatory Expectations

- Mathematics Advanced

## Extension Courses Linked to this Course

- Mathematics Extension 1 (HSC)
- Mathematics Extension 2 (HSC)

## Recommended for

- Excelled in 5.3 Mathematics in Stage 5

## Further Information

- See Mr Gouzoulis
- [Careers bullseye - Maths | myfuture](#)

# Mathematics Standard 1 and 2

<b>Number of Units:</b> 1	<b>Board Developed:</b> Yes
<b>Course Fees:</b> \$20	<b>NESA Code:</b>
<b>ATAR:</b> Yes	11236 Year 11 Mathematics Standard
<b>HSC Exam:</b> Yes	15231 Year 12 Mathematics Standard 1
<b>Faculty:</b> Maths	15232 Year 12 Mathematics Standard 1 (exam)
<b>Head Teacher:</b> Mr Gouzoulis	11236 Year 11 Mathematics Standard
<b>Exclusions:</b> Any other Mathematics Courses	15236 Year 12 Mathematics Standard 2. 2 units Year 11 (Preliminary) and Year 12 (HSC).

## Course Description

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course. All students studying the Mathematics Standard 2 course will sit for an HSC examination. For students doing Mathematics Standard 1 the HSC examinations will be optional. All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

- Enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- Provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts using 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

## Topics Covered

### Preliminary (Year 11)

- Algebra:
  - Formulae and Equations
  - Linear Relationships
- Measurement:
  - Applications of Measurement
  - Working with Time
- Financial Mathematics:
  - Money Matters
- Statistical Analysis:
  - Data Analysis
  - Relative Frequency and Probability

### HSC (Year 12)

- Algebra
  - Types of Relationships
- Measurement:
  - Non-right-angled Trigonometry
  - Rates and Ratios Topic
- Financial Mathematics:
  - Investments and Loans
  - Annuities
- Statistical Analysis:
  - Bivariate Data Analysis
  - The Normal Distribution
- Networks:
  - Network Concepts
  - Critical Path Analysis

## Assessment

Example assessment requirements:

### Preliminary (Year 11) (3x Assessment Tasks)

- Task 1 – Class Test
- Task 2 – Alternate Task
- Task 3 – Yearly Exam

### HSC (Year 12) (4x assessment tasks)

- Task 1 – Class Test (December)
- Task 2 – Class Test
- Task 3 – Alternate Task
- Task 4 – Trial HSC

## Course Prerequisites

The Mathematics Standard 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 sub strands of Stage 5.1 and the following sub strands of Stage 5.2:

- 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

## Formal Exam

Yes

- Y12 Standard 2 – Yes
- Y12 Standard 1 - Optional

## Recommended for Further Information

- Have studied 5.1 & 5.2 Mathematics in Stage 5
- 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.
- [Careers bullseye - Maths | myfuture](#)



# Modern History

**Number of Units:** 2

**Course Fees:** \$10

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** HSIE

**NESA Code:**

11270 Year 11

15270 Year 12

**Board Developed:** Yes

**Head Teacher:** Ms Sinclair



## Course Description

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

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

## Topics Covered

### Preliminary (Year 11)

- Part A: Investigating Modern History. Students study one option from 'The Nature of Modern History' and at least two case studies.
- Part B: Historical Investigation  
The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group.
- Part C: The Shaping of the Modern World

### HSC (Year 12)

- Core Study: Power and Authority in the Modern World 1919-1946
- Section 2: One 'National Study' topic
- Section 3: One 'Peace and Conflict' topic
- Section 4: One 'Change in the Modern World' topic

## Assessment

Example assessment requirements:

### Preliminary (Year 11) (3x assessment tasks)

- Historical Investigation, including an Oral Presentation
- Source Analysis Task
- Yearly Examination

### HSC (Year 12) (4x assessment tasks)

- In-class Extended Response
- Source Analysis Task
- Oral Presentations
- Research Task
- Trial Examination

## Mandatory Expectations

In the Year 11 course, students undertake two Case Studies.

- One must be from Europe, North America, or Australia
- One must be from Asia, the Pacific, Africa, the Middle East, or Central/South America
- One Case Study must be from Asia, the Pacific, Africa, the Middle East, or Central/South America

The Year 12 students are required to study at least one non-European/Western topic, for example: India 1942-1984, Conflict in the Pacific 1937-1951, The Cultural Revolution to Tiananmen Square 1966-1989.

## Extension Courses Linked to this Course

- History Extension

## Recommended for

- Students who like to read and have the ability to write at length. In addition, they should possess a sense of wonder.

## Further Information

- See Mr Cambridge, Ms White, Ms Sinclair, Ms Mustafa
- [Careers bullseye - History | myfuture](#)

# Music 1

**Number of Units:** 2

**Course Fees:** Preliminary \$70, HSC \$90  
(Includes support with accompanists)

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** CAPA

**NESA Code:**

11280 Year 11

15290 Year 12

**Exclusions:** Music 2, Music Extension

**Board Developed:** Yes

**Head Teacher:** Ms Byrnes



## Course Description

Music 1 provides students with the opportunity to acquire knowledge, skills, and experiences in a broad musical context. The course covers a range of musical styles, including contemporary popular music, and focuses on performance, composition, musicology, and aural skills. Students develop their abilities through various learning experiences and are encouraged to continue their musical education formally or informally after school.

## Topics Covered

### Preliminary (Year 11)

- Australian Music/ Performance
- 20th and 21st Century music/ Composition
- Jazz/ Performance

### HSC (Year 12)

- Students work towards developing skills in
- Aural Skills
- Viva Voce
- Performance
- Composition

## Assessment

Assessments in Music 1 include performance, composition, musicology, and aural activities. Students will be expected to perform music characteristic of the topics studied, compose and improvise music, analyse and discuss musical scores, and critically evaluate performances and compositions.

Example assessment requirements:

- Performance & Composition – 20%
- Elective 1 + Viva Voce – 25%
- Elective 2, Elective 3 – 20%
- Trial Aural Skills Exam and Trial Recital – 35%

## Mandatory Expectations

Students must complete 120 indicative hours for both the Preliminary and HSC courses. They must study at least three topics in each course and choose three electives made up of any combination of performance, composition, and/or musicology for the HSC course.

## Formal Exam

- Practical Examination (Performance)
- Options of Musicology and Composition Submission
- Written Aural Examination

## Extension Courses Linked to this Course

Music 2 and Music Extension courses are available, but students studying Music 1 may not study Music Extension.

## Recommended for

- Music 1 is recommended for students who have diverse musical backgrounds and interests, including those with an interest in popular music. It caters to students with formal musical backgrounds as well as those with only informal experience.

## Further Information

- [NSW Education Standards Authority \(NESA\) Syllabus page](#)
- [Encore Performances](#)

# Music 2

**Number of Units:** 2

**Course Fees:** Preliminary \$70, HSC \$90  
(Includes support with accompanists)

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** CAPA

**NESA Code:**

11290 Year 11

15300 Year 12

**Exclusions:** Music 1

**Board Developed:** Yes

**Head Teacher:** Ms Byrnes



## Course Description

Music 2 focuses on developing students' musical knowledge, skills, and understanding through performance, composition, musicology, and aural activities. The course covers Western art music and places it in a broader musical context, providing opportunities for students to specialise in areas of interest while gaining a deep appreciation of music's role in social, cultural, and historical contexts.

### Topics Covered

#### Preliminary (Year 11)

- Mandatory topic
- Music 1600–1900

#### HSC (Year 12)

- Music of the last 25 years (Australian Focus)

### Assessment

Assessments in Music 2 include performances, compositions, musicology tasks, and aural exams. Students will be expected to demonstrate their technical skills, creative abilities, and understanding of musical concepts in both practical and theoretical tasks.

Example assessment requirements:

- Core Performance, Sight-singing, & Analysis – 25%
- Core Composition Portfolio – 25%
- Elective & Portfolio – 20%
- Recital + Trial Examination – 30%

### Mandatory Expectations

Students are required to complete 120 indicative hours each for the Preliminary and HSC courses. The study must include performances, compositions, and musicology tasks reflecting both mandatory and additional topics

## Formal Exam

The HSC examination for Music 2 includes a written exam, a practical exam, and internally assessed components. Students can choose to specialise further in the Extension course to refine their skills in performance, composition, or musicology.

### Extension Courses Linked to this Course

The Music Extension course is linked to Music 2 and is optional for students who wish to further specialise in performance, composition, or musicology. This course requires an additional 60 indicative hours and focuses on advanced skills and knowledge.

#### Recommended for

- Music 2 is recommended for students who have a formal background in music, including music literacy and an understanding of various musical styles. It is ideal for those interested in pursuing further studies in music or careers that utilise their musical knowledge

#### Further Information

- [NSW Education Standards Authority \(NESA\) Syllabus page](#)
- [Encore Performances](#)



# Music Extension

**Number of Units:** 2

**Course Fees:** Preliminary \$70, HSC \$90  
(Includes support with accompanists)

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** CAPA

**NESA Code:**

15310 Year 12

**Board Developed:** Yes

**Head Teacher:** Ms Byrnes

## Course Description

The Music Extension course is designed for musically talented students who want to deepen their skills in Performance, Composition, or Musicology. It allows students to specialise in one of these areas, providing opportunities to refine their techniques and expand their critical understanding of music

### Topics Covered

#### Preliminary (Year 11)

- Mandatory topic
- Music 1600–1900

#### HSC (Year 12)

- Music of the last 25 years (Australian Focus)

### Assessment

Elective choice of one of the following.

- Performance: Students will perform three contrasting pieces, including one ensemble piece.
- Composition: Students will submit two original contrasting pieces along with a portfolio documenting their compositional process.
- Musicology: Students will submit a 3000-word essay on an aspect of music they have studied in depth.

### Mandatory Expectations

Completion of 60 indicative hours.

- Engagement in one of the specialisation areas: Performance, Composition, or Musicology.
- Development and submission of a portfolio in the chosen area of specialisation

#### Resources to be supplied by students:

Students are expected to supply their own instruments and any specific materials required for their chosen specialisation (Performance, Composition, or Musicology)

## Formal Exam

This course includes a formal external examination component that contributes to the ATAR

### Course Prerequisites

Music 2

#### Recommended for

- Students who have a high level of music literacy.
- Students who possess advanced performance skills or composition/musicology skills.
- Students who are interested in pursuing rigorous and specialised music studies.

#### Further Information

- [NSW Education Standards Authority \(NESA\) Syllabus page](#)
- [Encore Performances](#)

# NSW School of Languages

**Number of Units:** 2  
**Course Fees:** \$230  
**ATAR:** Yes  
**HSC Exam:** Yes  
**Faculty:** Languages

**NESA Code:** N/A  
**Exclusions:** N/A  
**Board Developed:** Yes  
**Head Teacher:** Ms White

## How are Students Taught?

- Blended Learning
- Interactive online activities, videos and listening exercises
- Phone lessons and video links
- Study days and fact to face lesson days
- Individual study/catch-up days

## Study and Face to Face Days

- Usually held once per term at NSW School of Languages
- Students are expected to attend
- Usually 9:30am to 2:30pm
- Activities during the day may include:
  - Exam preparation
  - Revision
  - Cultural Activities
  - Group Language Activities

## Recommended for

- Students that want independent/self-motivated study at their own pace
- Students that want individual responsibility in their studies
- Interested in languages

## Further Information

- See Ms White
- [Careers bullseye - Languages | myfuture](#)
- [Assessment Information - NSW School of Languages](#)
- [Course List](#)

# Photography, Video and Digital Imaging (PVDI)

**Number of Units:** 2  
**Course Fees:** Preliminary \$70, HSC \$50  
**ATAR:** No  
**HSC Exam:** No  
**Faculty:** CAPA

**NESA Code:** N/A  
**Exclusions:** N/A  
**Board Developed:** No  
**Content Endorsed:** Yes  
**Head Teacher:** Ms Byrnes

## Course Description

This course provides students with the opportunity to develop their knowledge, skills and understanding through the making of photographs, and/or film and other time-based works and/or digital images that lead to and demonstrate conceptual and technical accomplishment. Critical and historical investigations of the work of artists/photographers/filmmakers are considered and used to inform student photographic and digital artmaking practices.

## Topics Covered

- Portraiture
- Wet Photography
- Digital Photography
- Film
- Photographic editing techniques

## Assessment

There is no external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses. All Content Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

## Recommended for

- Students who enjoy Photography, digital manipulation, film and use of design programs such as Photoshop.

## Further Information

- [NSW Education Standards Authority \(NESA\) Syllabus page](#)
- [Encore Performances](#)

# Physics

Number of Units: 2

Course Fees: \$50

ATAR: Yes

HSC Exam: Yes

Faculty: Science

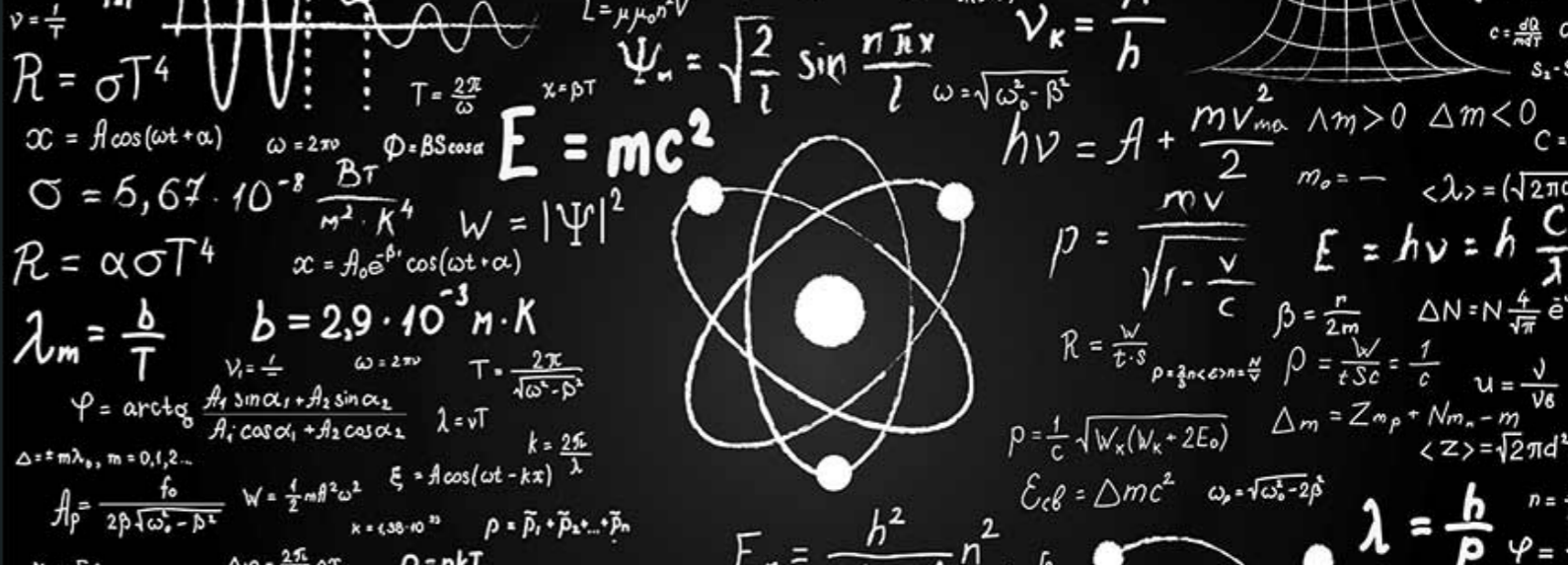
NESA Code:

11310 Year 11

15330 Year 12

Board Developed: Yes

Head Teacher: Mr Murphy



## Course Description

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

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

During year 12 we will be studying Einstein's special theory of Relativity as well as the basic concepts of quantum physics.

## Topics Covered

### Preliminary (Year 11)

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

### HSC (Year 12)

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

## Assessment

Three tasks over the course of year 11 and four tasks over the course of year 12. These will include a Depth Study in both year 11 and 12 as well as a practical examination in both year 11 and 12 and a final examination.

In both Year 11 and Year 12 the requirements for assessing depth studies are:

- One task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- The depth study task must assess:
  - The Working Scientifically skills outcomes:
    - Questioning and Predicting
    - Communicating

- A minimum of two additional Working Scientifically skills outcomes
- At least one Knowledge and Understanding outcome.

## Course Prerequisites

- Completed Stage 5 Science

## Mandatory Expectations

15 hours of Depth Study in both year 11 and 12.

## Resources to be supplied by students:

- Writing book
- BYOD
- Stationary

## Extension Courses Linked to this Course

- Science Extension

## Recommended for

This course will suit those students with a strong understanding of mathematics, in particular algebra as well as an interest and ability in science.

It is recommended for students who will go on to study engineering. It is highly recommended that students be motivated and disciplined and be able to take responsibility for their learning.

## Further Information

- See Mr Murphy
- [Career bullseye - Physics | myfuture](#)

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the [Your Career website](#):

- [Agriculture, Forestry and Fishing](#)
- [Education and Training](#)
- [Electricity, Gas, Water and Waste Services](#)
- [Health Care and Social Assistance](#)
- [Mining](#)

# Secondary College of Languages

**Number of Units:** 2  
**Course Fees:** N/A  
**ATAR:** Yes  
**HSC Exam:** Yes  
**Faculty:** Languages

**NESA Code:** N/A  
**Exclusions:** N/A  
**Board Developed:** Yes  
**Head Teacher:** Ms White

## Course Description

The Secondary College of Languages is a NSW Department of Education co-educational College that provides a pathway for students to study their heritage language on a Saturday morning. The College operates in Campuses located at 13 high school sites, including 11 Campuses in metropolitan Sydney and one each in Wollongong and Newcastle. Over 2,700 students from Year 5 to Year 12 attend classes on Saturdays during the Department's school term.

## Eligibility

Students seeking to enrol at the Secondary College of Languages must meet the following eligibility criteria:

- The student must be enrolled with a public school or other educational provider (including a non-government school or TAFE college) at the time of study.
- The language requested should be the student's community language or a language in which the student has had prior learning.
- The language course requested must not be available for study at the student's weekday school

## Our Hours of Operation

Campus is open only on Saturday mornings.

- All classes start at 8:30am.
- Years 7 to 10 classes conclude at 10:30am.
- There is a recess break from 10:30am until 10:45am.
- Years 11 and 12 classes continue until 11:45am.
- The Year 12 Extension class commences at 11:45am and concludes at 1pm.

## Recommended for

- Students that want independent/self-motivated study at their own pace
- Students that want individual responsibility in their studies
- Interested in languages

## Further Information

- See Ms White
- [Careers bullseye - Languages | myfuture](#)
- [Secondary College of Languages](#)



# Society and Culture

Number of Units: 2

Course Fees: \$10

ATAR: Yes

HSC Exam: Yes

Faculty: HSIE

NESA Code:

11330 Year 11

15350 Year 12

Board Developed: Yes

Head Teacher: Ms Sinclair



## Course Description

The central goal of Society and Culture is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments, and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies, and globalisation – are also central to the course.

Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.

Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:

- Themselves
- Their own society and culture
- The societies and cultures of others.

The HSC course investigates the key areas of social systems, including social change, popular culture, beliefs, customs, and ideologies.

## Topics Covered

### Preliminary (Year 11)

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

### HSC (Year 12)

- Core: Personal Interest Project
- Core: Social and Cultural Continuity and Change
- Depth Study (two options):
  - Popular culture
  - Belief systems and ideologies
  - Social inclusions and exclusion
  - Social conformity and non-conformity
- Intercultural communication

## Assessment

Example assessment requirements:

### Preliminary (Year 11) (3x assessment tasks)

- Research Plan
- Research and Oral Presentation
- Yearly Examination

### HSC (Year 12) (4x assessment tasks)

- Research Plan
- Topic Test
- Research Task
- Trial Examination
- Personal Interest Project (PIP)

## Mandatory Expectations

Completion of a Personal Interest Project in Year 12 is a requirement of completing this course. This is a subject that will challenge and requires the ability to be self-directed with your learning and undertake extensive research.

## Recommended for

- Students who have an interest in psychology, sociology and anthropology.

## Further Information

- Ms Georges, Mr Ampt
- [Tips for Personal Interest Project](#)
- [Careers bullseye - Social Sciences | myfuture](#)



# Software Engineering

Number of Units: 2

Course Fees: \$75

ATAR: Yes

HSC Exam: Yes

Faculty: TAS

NESA Code:

11345 Year 11

Year 12 TBA

Board Developed: Yes

Head Teacher: Mr Jones



## Course Description

The study of Software Engineering 11–12 enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.

Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to greater flexibility when developing software solutions. Students perform project work and apply their knowledge and skills in: programming fundamentals, the object-oriented paradigm, programming mechatronics, secure software architecture, programming for the web and software automation, and use the acquired knowledge and skills to develop a software engineering project. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

## Topics Covered

### Preliminary (Year 11)

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

### HSC (Year 12)

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

## Assessment

Students will apply computational languages to solve problems and design and produce applications and the associated documentation.

Example assessment requirements:

### Preliminary (Year 11) (3x assessment tasks)

- Python Programming Challenge
- Mechatronics Preliminary Major Project
- Preliminary exam

### HSC (Year 12) (4x assessment tasks)

- Secure web design project
- Machine Learning project
- Major Software Engineering Project
- Trial HSC exam

## Course Prerequisites

Students must be willing to learn multiple languages (Python, C++, SQL, HTML, CSS, JavaScript). Students who did not study IST or iStem need to complete a small online task so they understand what this involves, please see Mr Jones.

## Mandatory Expectations

The HSC, Trial HSC and Preliminary examination is a computer based examination where in addition to knowledge and understand, students will be examined in the programming language Python.

## Recommended For

Students who like working with computers and are interested in a career in Engineering, Computer Science, Software Engineering, or Game Design.

## Further Information

- See Mr Jones
- [Careers bullseye - Computing | myfuture.](#)
- <https://www.youtube.com/watch?v=WljchK98-Uw>



## Sports, Lifestyle and Recreation

Number of Units: 2

Course Fees: \$10

ATAR: No

HSC Exam: No

Faculty: PDHPE

NESA Code: N/A

Exclusions: N/A

Board Developed: No

Content Endorsed: Yes

Head Teacher: Mr Newton

### Course Description

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 achieve movement potential.

### Assessment

Example assessment requirements:

- Presentations
- Topic examination
- Assessment & reflection
- Programming for training
- Performance

### Mandatory Expectations

Subject has a large practical focus; students will be required to apply practical applications to theory based concepts.

### Formal Exam

No Exam

### Recommended for

- Students that have an interest in sport, fitness and recreational activities

### Further Information

- See Mr Newton
- [Careers bullseye - Physical Education | myfuture](#)
- <https://YouTube/Ub587P90pBY>

# Textiles and Design

Number of Units: 2

Course Fees: \$100

ATAR: Yes

HSC Exam: Yes

Faculty: TAS

NESA Code:

11370 Year 11

15390 Year 12

Board Developed: Yes

Head Teacher: Mr Jones



## Course Description

Textiles and Design combines design and textile theory with practical experiences and applications. It is driven by project-based learning, with students developing their skills in hands-on projects.

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

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues, and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item(s).

## Assessment

Students will complete a range of practical tasks and accompanying folios in the preliminary course that will build skills and design confidence for the HSC course. In HSC course, students will complete a designer study, fibres fabrics and yarns testing, and a Design Development & Manufacturing Progress Report.

## Mandatory Expectations

- Students must be willing to learn sewing skills
- Students must produce a preliminary major project and folio
- Students must a HSC Major project and folio

### Resources to be supplied by students:

- Display folder
- Black leather shoes

## Formal Exam

90 minute HSC Examination

### Recommended For

Are interested in utilising their creative skills to bring a range of designs to life and enjoy project-based work.

### Further Information

- See Ms Black
- [Careers bullseye - Textiles and Design | myfuture](#)

# Visual Arts

**Number of Units:** 2

**Course Fees:** Preliminary \$70, HSC \$80

**ATAR:** Yes

**HSC Exam:** Yes

**Faculty:** CAPA

**NESA Code:**

11380 Year 11

15400 Year 12

**Board Developed:** Yes

**Head Teacher:** Ms Byrnes



## Course Description

This course provides students with the opportunity to develop their own artworks, culminating in a 'Body of Work' in the HSC course. Students engage in critical and historical study of the artworld to investigate artists, artworks, worlds and audiences from a range of cultural, political, historical and social perspectives and use these to inform their own artmaking practices.

## Topics Covered

- The nature of practice in artmaking, art criticism, and art history through different investigations
- Agencies in the artworld – artist, artwork, world, audience
- The frames and how students might develop their own informed points of view
- How they might develop meaning and interest in their work
- Building understanding over time through various investigations and through working in different forms.

## Assessment

Students are assessed on both artmaking and critical and historical studies. This can take the form of artworks, essays, presentations, VAPD submission and more.

An example HSC Assessment schedule might look like:

- Task 1 Body as Site 30%
- Task 2 Design Your Own Essay 30%
- Task 3 A Taste of Autonomy 40%

## Mandatory Expectations

Students will be expected to create a body of work for the HSC.

## Formal Exam

- Body of Work submission
- Written Examination

## Recommended for

- Students who enjoy expressing their ideas through visual mediums.
- Students who have a love of artmaking.
- Students who want to engage with art history and criticism.
- Students who want to contribute to the way in which people view the world through the arts.

## Further Information

- [NSW Education Standards Authority \(NESA\) Syllabus page](#)
- [Art Express](#)