

MURRAY HIGH SCHOOL

HSC Course Guidebook
Year 11 Course 2025
Year 12 Course 2026



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Murray High School

Year 11/12 Course Guidebook 2025/2026

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THE HSC

The HSC is the highest educational award you can achieve in NSW schools.

It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualification, vocational training or employment.

The HSC is conducted and controlled by the NSW Education Standards Authority (NESA).

It is essential that parents and students are aware of the requirements for the award of the HSC. Do not rely upon previous experiences or knowledge of past HSC examinations. This booklet contains the essential information regarding the HSC as offered at Murray High School.

MEETING HSC ELIGIBILITY REQUIREMENTS

Eligibility basics

To be eligible for the HSC, you must fulfil the following criteria:

- satisfactorily complete Years 9 and 10 or obtain equivalent qualifications recognised by NESA
- attend a government school, an accredited non-government school, a NESA recognised school outside NSW, or a TAFE college
- successfully complete the HSC: All My Own Work program before submitting any work for Preliminary or HSC courses. You do not need to do this if you're only enrolled in Year 11 and 12 Life Skills courses.
- satisfactorily complete the required courses as part of the specified study patterns
- sit for, and make a serious attempt at, the HSC exams as required
- meet the HSC minimum standard of literacy and numeracy within 5 years of starting your HSC course.

TYPES OF COURSES

1 UNIT COURSES

Courses studied for 3 periods a week and marked out of 50

2 UNIT COURSES

Courses studied for 6 periods a week and marked out of 100

EXTENSION COURSES

Only available in English and Mathematics in the Preliminary course. A range of other extension courses are available in some subjects in the HSC course.

BOARD DEVELOPED COURSES

Board Developed Courses are the large number of courses set and examined by NESA that can contribute to the calculation of the ATAR (Australian Tertiary Admission Rank).

These include:

- General education courses
- VET Industry Curriculum Framework courses
- Life Skills courses (not examined)

BOARD ENDORSED COURSES (BEC)

Board Endorsed Courses count towards the HSC but do not have a HSC exam and do not contribute towards the calculation of an ATAR.

These include:

- Content Endorsed Courses
- VET Board Endorsed Courses
- School developed Board Endorsed Courses
- University developed Board Endorsed Courses

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

VET courses contribute towards the HSC credential and Australian Qualifications Framework (AQF) VET qualification. They are recognised by industry and employers throughout Australia. Board Developed VET courses have an optional HSC exam that means students who choose to sit the exam, the results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you.

VET courses can be studied either at school or through TAFE NSW and other training providers.

LIFE SKILLS

Students with intellectual disability can pursue their HSC through Life Skills courses. They have specific entry requirements, and while they don't count towards an ATAR, students still need to meet general eligibility and study patterns to earn the HSC. Talk with the Year Advisor or Careers Adviser to find out whether these courses are suitable.

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- You must have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority for the award of the Higher School Certificate. This includes the completion of the work placement, practical, oral or project works required for specific courses and the assessment requirements for each course
- You must have sat for and made a serious attempt at the Higher School Certificate examinations
- You must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the Year 12 course. Both the Year 11 course and the Year 12 course must include the following:
 - At least 6 units from Board Developed courses including at least 2 units of a Board Developed course in English
 - At least three courses of 2 units value or greater
 - At least four subjects
 - At most, 7 units of courses in Science can contribute to Higher School Certificate eligibility.

The NSW Education Standards Authority publication 'Studying for the New South Wales Higher School Certificate - An Information Booklet for Year 10 Students' contains all the HSC rules and requirements you will need to know.

HSC MINIMUM STANDARD

Students can sit the numeracy, reading or writing test from Year 10 up until they reach the HSC minimum standard for that domain. The 3 domains are numeracy, reading and writing.

You can take each test:

- up to 6 times per year, if you are in Year 12
- up to 4 times per year, if you are in Year 10 or Year 11
- from Year 10 until up to 5 years after starting your HSC course

Your school

- will help you decide when you are ready to take each test
- can arrange for you to sit practice tests
- may run a test for a group of students or an individual student.

COMPLETING ASSESSMENT TASKS HONESTLY

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work before they submit any work for the Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and 12 Life Skills courses.

REQUIREMENTS FOR AN ATAR

The ATAR:

- is for students wishing to gain a place at a university
- is a rank NOT a mark
- provides information about how a student performs overall in relation to other students
- is calculated by the University Admissions Centre (UAC)
- is NOT calculated by NESA. For further information about the ATAR, please go to <https://www.uac.edu.au>

UAC will only consider Board Developed Courses in the calculation of the ATAR.

The ATAR provides the discrimination required by universities for the selection process.

The ATAR is calculated on the student's best 10 units, which must include 2 units of English.

For further information about the ATAR, please go to <https://www.uac.edu.au>

COURSE SELECTION CONSIDERATIONS

Abilities – choose subjects that you know you are capable of doing well. Discuss this with your teachers and seek advice on the level of course you should select, for example, English Advanced or English Standard.

Interests/Motivation – choose subjects that interest you.

Career aspirations and needs – keep in mind future career paths but be realistic about choices.

Syllabus Requirements – be mindful of how many practical works are required for your pattern of study and the timing of submission. Also be mindful of the hours of work placement required, if applicable.

Subject combinations – do the subjects complement each other?

Other commitments – when choosing subjects, it is important to balance study with outside commitments and influences such as work, sport and family.

For more information visit: <https://www.nsw.gov.au/education-and-training/nesa/hsc>

ONLINE SUBJECT SELECTION

Students will receive an email with a link to the subject selection page in their school email account. This email will contain an individual Web Code that will need to be entered to log in to the site.

If the email does not arrive:

1. Check your 'junk' or 'spam' filter folder in your email system.
2. Contact the school office.
3. Students can see Mr Brownlaw or Mr Obbink for assistance.



Once logged in, follow the onscreen instructions.

1. Log into <https://my.edval.education/login>
2. Enter the Web Code
3. Hover over 'YEAR 11 ELECTIVES 2025' and click the button "Click Here"
4. Start by choosing an English course from the drop-down list.
5. Select your other course choices in order of preference.

Important Notes

- **Courses are allocated in order of preference – place your most desired course in "Preference 1".**
- **You will also need to choose 3 reserve courses in case any of your first preferences do not run.**
- **Extension English and Extension Maths are optional – leave blank if not needed.**

Subject selection key

	Murray High School – Board Developed Course
	Murray High School – Board Endorsed or Content Endorsed Course

Time Rating: is an indicator of how much time a student will need to put into completing the course. A higher rating indicates that students will be expected to spend more time outside of school completing the course content.

0 Less Time, 3 More Time

Difficulty Rating: is an indicator of level of difficulty for the course content. Students should use the rating to help determine the rigour of the subject choices. Students who have not passed their minimum standards should expect to find subjects with a difficulty rating of 2.0 and above challenging and will likely require extra assistance to achieve success.

0 Less Difficult, 3 More Difficult

COURSES OFFERED

Murray High School offers a wide range of courses. Listed below are those courses to be offered for Year 11 students in 2025. It should be noted that courses listed in this booklet may not run if there are insufficient student numbers to form a class.

English/History	Mathematics
English Studies English Standard English Advanced English Extension 1–1U English Extension 2-Year 12 only,1U Ancient History Modern History History Extension–Year 12 only,1U	Mathematics Numeracy Mathematics Standard 1 Mathematics Standard 2 Mathematics Advanced Mathematics Extension 1-1U Mathematics Extension 2-Year 12 only,1U
Science	Humanities
Agriculture Biology Chemistry Earth and Environmental Science Investigating Science Physics Science Extension-Year 12 only,1U	Work Studies Aboriginal Studies Business Studies Economics Geography Legal Studies Society and Culture Chinese Beginners Italian Beginners Studies of Religion I Studies of Religion II
Computing	Technological & Applied Studies
Computing Applications Software Engineering	Food Technology Textile and Design Industrial Technology - Timber Products & Furniture Technologies Industrial Technology – Metal & Engineering Technologies Design & Technology
Personal Development, Health & Physical Education	Creative & Performing Arts
Exploring Early Childhood Community and Family Studies Sport, Lifestyle & Recreation Health & Movement Science	Drama Music 1 Photography, Video & Digital Imaging Visual Design Visual Arts

VET Courses	
Construction	Certificate II in Construction Pathways
Cookery	Certificate II in Cookery

English

WHICH ENGLISH COURSE IS RIGHT FOR ME?

This sheet is designed to help you start thinking about which English course you would like to select for years 11 and 12. Take it home and discuss your options with your parents. Remember, you have 3 choices in English for years 11 and 12. You can choose English Advanced, with the option of Extension 1 in the Preliminary year and Extension 1 and Extension 2 in the HSC year. Or, you can choose English Standard or English Studies, depending on whether or not you are planning on obtaining an ATAR.

Don't forget, English is compulsory for the HSC. If you elect to receive an ATAR, your English result will be counted, regardless of your marks. It is important to understand that there is no easy option in English courses. All courses require regular homework and independent research. If you don't wish to receive an ATAR, you have the option of completing English Studies, and do not have to complete a HSC examination.

Consider the following and tick the appropriate boxes. Be honest with yourself. Two years is a long time to spend in the wrong course. Don't make a rushed decision and don't choose the option your friends are choosing. Choose the best course for you.

SHOULD I DO ENGLISH STUDIES?

- I am very good at other subjects, but I would not put English in my top 3 subjects
- I would prefer to devote my time and effort more to other subjects and complete an English course with reasonable expectations on my time
- I understand that students who complete English Studies can elect not to obtain an ATAR and can elect not to do the final HSC examination. This option works for me as I am not considering the possibility of going to university
- I understand that English Studies is NOT an easy course or a class for low ability students
- I have vocational aspirations – I know what I want to do when I leave school and it does not involve going to university

SHOULD I DO ENGLISH STANDARD?

- I have performed satisfactorily in Year 10 English
- I am planning to go to university OR I might decide to go to university, I'm not sure
- I am not that keen on Shakespeare, I prefer more modern texts
- I need assistance in developing my extended writing
- I know that speaking tasks are compulsory in senior English
- I am prepared for homework and independent study

SHOULD I DO ENGLISH ADVANCED?

- I have a love of English
- I am absolutely, definitely, aiming to go to university straight from school
- My Year 10 English teacher believes that I can cope with the demands of this course
- Shakespeare is compulsory! Yippee!
- I am a skilled writer who is willing to devote time to develop this skill further
- I am a confident speaker who enjoys the challenge of public speaking
- I like to think critically and express my individual ideas
- I am a keen reader, read widely across genres, and enjoy the classics
- I am motivated and organised and understand I am going to have to complete homework and independent research regularly
- I would like to do Extension 1 and/or Extension 2

SHOULD I DO ENGLISH EXTENSION?

- I have selected Advanced English
- I am a skilled writer who is keen to continue to develop in this area
- I am a skilled public speaker
- I am self-motivated and have well developed organisational skills
- I am prepared to work independently and am a keen reader of a variety of texts
- I would like to select Extension 2 English in Year 12

ENGLISH STUDIES		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: English Advanced, English Extension, English Standard, English EAL/D.
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 1		Difficulty Rating: 1
Target Audience:	Students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.	
COURSE DESCRIPTION		
English Studies is a Board Developed Course. It is for students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students seeking an alternative to the English Standard course, and who intend to proceed from school directly into employment or vocational training. Students of this course who wish to obtain an ATAR are required by the Universities Admission Centre (UAC) to sit the optional HSC examination.		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
Students study the mandatory module: 'Achieving through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.' Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.	The Year 12 common content module: 'Texts and Human Experiences' is studied by Year 12 Advanced, Standard and English Studies courses where students analyse and explore texts and apply skills in synthesis. Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.	
COURSE REQUIREMENTS:		
Year 11 and Year 12		
Students are required to:		
<ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text (for example a novel, biography, or drama) • study at least one substantial multimodal text (for example film or a television series) • be involved in planning, research, and presentation activities as part of one individual and/or collaborative project • develop a portfolio of texts they have planned, drafted, edited, and presented in written, graphic and/or electronic forms across all the modules undertaken during the year • engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. 		
Year 12		
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.		
Please note: Students wishing to receive an ATAR will need to sit an examination in this course at the end of Year 12. Students who do not seek an ATAR are not required to sit the final HSC examinations.		

ENGLISH STANDARD		Board Developed Course	
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: English Advanced, English Extension 1 and 2, EAL/D, English Studies	
Special Requirements: NIL		Course Contribution: NIL	
Time Rating: 2		Difficulty Rating: 2	
Target Audience:	Students who enjoy reading and writing to explore, evaluate and appreciate a wide variety of texts of Australian and other societies, in various forms and media, including multimedia.		
COURSE DESCRIPTION			
English Standard supports students to become effective, creative and confident communicators. Students study a wide range of literary and everyday texts to develop the knowledge and skills required to use language accurately and appropriately for a variety of purposes and situations.			
MAIN TOPICS COVERED			
YEAR 11 COURSE		YEAR 12 COURSE	
The course has two sections:		The course has two sections:	
<ul style="list-style-type: none"> Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study. Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning. 		<ul style="list-style-type: none"> The Year 12 common module Texts and Human Experiences is studied by the Year 12 Advanced, Standard and English Studies courses where students analyse and explore texts and apply skills in synthesis. Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. 	
COURSE REQUIREMENTS:			
Year 11			
Students are required to study:			
<ul style="list-style-type: none"> 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. 			
Year 12			
Students are required to study:			
<ul style="list-style-type: none"> at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts at least two additional prescribed texts from the list provided in Module C: The Craft of Writing. 			

ENGLISH ADVANCED		Board Developed Course	
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: English Standard, English Studies, EAL/D	
Special Requirements: NIL		Course Contribution: NIL	
Time Rating: 2.5		Difficulty Rating: 2.5	
Target Audience:	Students who engage with consistent independent study in addition to lesson content and are passionate about English. Students who are able to explore, critically evaluate and appreciate a wide variety of the texts of Australian and other societies, in various forms and media, including multimedia.		
COURSE DESCRIPTION			
English Advanced is a course designed for students to become critical and sophisticated users of English and to develop their academic achievement through the study of complex texts. This course is a pre or co-requisite for English Extension courses. English Extension 1 allows more specialised study, while English Extension 2 requires students to create a Major Work.			
MAIN TOPICS COVERED			
YEAR 11 COURSE		Year 12 COURSE	
The course has two sections: Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study. Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine, and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.		The course has two sections: The Year 12 common module Texts and Human Experiences is studied by the Year 12 Advanced, Standard and English Studies courses where students analyse and explore texts and apply skills in synthesis. Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.	
COURSE REQUIREMENTS:			
Year 11			
Students are required to study:			
<ul style="list-style-type: none"> • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, and digital texts • a wide range of additional related texts and textual forms. 			
Year 12			
Students are required to study:			
<ul style="list-style-type: none"> • at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be 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. 			

ENGLISH EXTENSION HSC ENGLISH EXTENSION 1		Board Developed Course
1 Unit for each of Year 11 and Year 12 Board Developed Course		Exclusions: English Standard, English EAL/D, English Studies
Prerequisites: (a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2		
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 3		Difficulty Rating: 3
Target Audience:	English Extension 1 students are self-motivated and seek the opportunity to work in increasingly independent ways.	
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 the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. 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.		
MAIN TOPICS COVERED		
YEAR 11 COURSE The course has one mandatory module: Texts, Culture and Value, as well as a related research project.	YEAR 12 COURSE English Extension 1 course – The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. The electives are: Literary homelands; Worlds of upheaval; Reimagined worlds; Literary mindscapes; and Intersecting worlds	
COURSE REQUIREMENTS:		
Year 11 Students are required to: <ul style="list-style-type: none"> ● examine a key text from the past and its manifestations in one or more recent cultures ● explore, analyse, and critically evaluate different examples of such texts in a range of contexts and media ● undertake a related research project. 		
Year 12 In the English Extension 1 course students are required to study at least three prescribed texts for the elective study which must include two extended print texts; and at least TWO related texts.		

ENGLISH EXTENSION HSC ENGLISH EXTENSION 2		Board Developed Course
1 Unit for Year 12 Only Board Developed Course		Exclusions: English Standard, English EAL/D, English Studies
Prerequisites: (a) English Advanced (b) English Extension 1 in Year 11 is a prerequisite for English Extension 2 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2		
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 3		Difficulty Rating: 3
Target Audience:	Students with a desire to study 4 units in English and to pursue a specialised and sophisticated study of English for the HSC culminating in the completion of major works. Students are self-motivated with a desire to research, explore and compose complex texts.	
COURSE DESCRIPTION In the English Extension 2, Year 12 course, students develop a sustained composition and document their reflection on this process. The course requires students to undertake a composition process to complete a Major Work and Reflection Statement. Students will develop skills to work independently to experiment with language forms, features and structures and engage with complex levels of conceptualisation.		
MAIN TOPICS COVERED		
Students are required to: Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. Students can choose to compose in ONE of the following forms: <ul style="list-style-type: none"> ● short fiction ● creative nonfiction ● poetry ● critical response ● script (short film, television, drama) ● podcasts (drama, storytelling, speeches, performance poetry). 		
COURSE REQUIREMENTS: In the English Extension 2 course students are required to complete a Major Work and Reflection Statement.		

Mathematics

MATHEMATICS NUMERACY		Board Endorsed Course
2 Units for each of Year 11 and Year 12 Content Endorsed Course		Exclusions: Mathematics Extension 1 & 2, Mathematics Advanced
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 1		Difficulty Rating: 1
Target Audience:	This course is for students who want to complete the minimum standards numeracy test, do not want an ATAR, completed Mathematics Stage 5.1 in years 9 & 10 and would like to further develop the basic skills needed for future employment.	
COURSE DESCRIPTION		
<p>The content of the Numeracy Stage 6 CEC Syllabus is cumulative across the two years of the course and the cognitive complexity of the content increases from Year 11 to Year 12. The sequence of content enables students to build upon the fundamental numeracy and related mathematics knowledge, understanding and skills from the K–10 curriculum.</p> <p>The sequencing of content in each year provides the flexibility to develop rigorous and meaningful programs that can address individual learning needs, strengths, interests and aspirations, and support students transitioning into post-school contexts.</p>		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
<ul style="list-style-type: none"> ● Whole Numbers ● Operations with Whole Numbers ● Distance, Area, and Volume ● Time ● Data, Graphs, and Tables ● Fractions and Decimals ● Operations with Fractions and Decimals ● Metric Relationships ● Length, Mass, and Capacity ● Chance 	<ul style="list-style-type: none"> ● Percentages ● Operations with Numbers ● Finance ● Location, Time, and Temperature ● Space and Design ● Rates and Ratios ● Statistics and Probability ● Exploring with Numerical Reasoning and Mathematical Thinking 	
COURSE REQUIREMENTS:		
<p>The outcomes and content in the Mathematics Numeracy course provide opportunities for students to demonstrate knowledge, skills and understanding commensurate with Level 3 on the Australian Core Skills Framework (ACSF) in Numeracy. The ACSF provides a way of describing the generic skills identified as being critical to operating effectively in personal and community, workplace and employment, and education and training contexts.</p> <p>Mathematics Numeracy may be studied as a standalone course or in conjunction with Mathematics Standard 1 or 2.</p>		

MATHEMATICS STANDARD 1		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Mathematics Extension 1 & 2, Mathematics Advanced, Mathematics Standard 2
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 1.5		Difficulty Rating: 1.5
Target Audience:	Students who do not require an ATAR but would like to have a basic level of the mathematics needed for everyday life and many areas of employment.	
COURSE DESCRIPTION		
<p>The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW 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:</p> <p style="padding-left: 40px;">Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume, and some content from Equations and Probability</p> <p>Mathematics Standard 2 and Mathematics Standard 1 courses share a common syllabus in Year 11.</p> <p>The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none"> ● enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely ● provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs ● provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training. 		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
<ul style="list-style-type: none"> ● Formulae and Equations ● Linear Relationships ● Applications of Measurement ● Working with Time ● Money Matters ● Data Analysis ● Relative Frequency and Probability 	<ul style="list-style-type: none"> ● Types of Relationships ● Right-angled Triangles ● Rates ● Scale Drawings ● Investment ● Depreciation and Loans ● Further Statistical Analysis ● Networks and Paths 	
COURSE REQUIREMENTS:		
<p>The HSC Examination for Mathematics Standard 1 is not compulsory but students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.</p> <p>To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Board Developed Courses can be included.</p> <p>All students studying the Mathematics Standard 1 course in Years 11 and 12 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</p>		

MATHEMATICS STANDARD 2		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Mathematics Extension 1 & 2, Mathematics Advanced, Mathematics Standard 1
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2		Difficulty Rating: 2
Target Audience:	Students who completed Stage 5 Mathematics and want to develop the numeracy skills needed for everyday life. This course is appropriate for students who intend to go on to further study in non-mathematics/science areas at university.	
COURSE DESCRIPTION		
<p>The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 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:</p> <p style="padding-left: 40px;">Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume, some content from Equations, and some content from Probability.</p> <p>Mathematics Standard 2 and Mathematics Standard 1 courses share a common syllabus in Year 11.</p> <p>The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> ● enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely ● provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs ● provides opportunities for students to develop an understanding of and skills in further aspects of Mathematics for concurrent Year 12 studies ● provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training. 		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
<ul style="list-style-type: none"> ● Formulae and Equations ● Linear Relationships ● Applications of Measurement ● Working with Time ● Money Matters ● Data Analysis ● Relative Frequency and Probability 	<ul style="list-style-type: none"> ● Types of Relationships ● Non-right-angled Trigonometry ● Rates and Ratios ● Investments and Loans ● Annuities ● Bivariate Data Analysis ● The Normal Distribution ● Network Concepts ● Critical Path Analysis 	
COURSE REQUIREMENTS:		
<p>All students studying the Mathematics Standard 2 course will sit for an HSC examination.</p> <p>All students studying the Mathematics Standard 2 course in Years 11 and 12 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</p>		

MATHEMATICS ADVANCED		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Mathematics Standard 1 and Mathematics Standard 2
Special Requirements: Students must have competency in Algebra.		Course Contribution: NIL
Time Rating: 2.5		Difficulty Rating: 2.5
Target Audience:	Students who have completed stage 5.3 Mathematics in years 9 & 10 or students who achieved a high level of success in the stage 5.2 course and intend to study maths and/or sciences at university.	
COURSE DESCRIPTION		
<p>Students who intend to study the Mathematics Advanced course, should have studied the topics: Real Numbers, Algebraic Techniques and Coordinate Geometry as well as at least some of Trigonometry and Deductive Geometry from Stage 5.3 of Mathematics Years 7–10 Syllabus, if not all of the content.</p> <p>The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty, and generality.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical 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. 		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
<ul style="list-style-type: none"> • Working with Functions • Trigonometry and Measure of Angles • Trigonometric Functions and Identities • Introduction to Differentiation • Logarithms and Exponentials • Probability and Discrete Probability Distributions 	<ul style="list-style-type: none"> • Graphing Techniques • Trigonometric Functions and Graphs • Differential Calculus • The Second Derivative • Integral Calculus • Modelling Financial Situations • Descriptive Statistics and Bivariate Data Analysis • Random Variables 	
COURSE REQUIREMENTS:		
<p>The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.</p> <p>All students studying the Mathematics Advanced course will sit for an HSC examination.</p>		

MATHEMATICS EXTENSION 1		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Mathematics Standard 1 and Mathematics Standard 2
Special Requirements: Must also study Mathematics Advanced.		Course Contribution: NIL
Time Rating: 3		Difficulty Rating: 3
Target Audience:	Students who achieved a high level of success in the stage 5.3 course and intend to study maths and/or sciences at university.	
COURSE DESCRIPTION		
<p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> • 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. 		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
<ul style="list-style-type: none"> • Further Work with Functions • Polynomials • Inverse Trigonometric Functions • Further Trigonometric Identities • Rates of Change • Working with Combinatorics 	<ul style="list-style-type: none"> • Proof by Mathematical Induction • Introduction to Vectors • Trigonometric Equations • Further Calculus Skills • Applications of Calculus • The Binomial Distribution 	
COURSE REQUIREMENTS:		
<p>Students who intend to study the Mathematics Extension 1 course, are recommended to have studied the Stage 5.3 optional topics Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus.</p> <p>The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course.</p> <p>The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.</p> <p>The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.</p> <p>All students studying the Mathematics Extension 1 course will sit for a HSC examination.</p>		

MATHEMATICS EXTENSION 2		Board Developed Course
1 Unit for HSC ONLY. Board Developed Course		Exclusions: Mathematics Standard 1 & 2.
Special Requirements: Must be studying Mathematics Advanced and Mathematics Extension 1		Course Contribution: NIL
Time Rating: 3		Difficulty Rating: 3
Target Audience:	Students who are performing at a high level in Year 11 Extension 1 Mathematics	
COURSE DESCRIPTION		
<p>The study of Mathematics Extension 2 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration • provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts • provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level • provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics. 		
MAIN TOPICS COVERED		
Year 12 Course		
<p>The Mathematics Extension 2 course is comprised of five topics, with the topics divided into subtopics. The topics and subtopics are:</p> <ul style="list-style-type: none"> • The Nature of Proof • Further Proof by Mathematical Induction • Further Work with Vectors • Introduction to Complex Numbers • Using Complex Numbers • Further Integration • Applications of Calculus to Mechanics 		
COURSE REQUIREMENTS:		
<p>The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.</p> <p>The Year 11 and 12 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.</p> <p>All students studying the Mathematics Extension 2 course will sit for a HSC examination.</p>		

Science

AGRICULTURE		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 1.5		Difficulty Rating: 1.5
Target Audience:	Everyone interested in careers in Agriculture.	
COURSE DESCRIPTION		
<p>The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management while giving consideration to the issue of sustainability in the farming system. This is an 'on-farm' environmental-oriented course.</p> <p>The Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places a greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability. The electives focus on innovations and challenges facing Australian Agriculture.</p>		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
Overview of Australian Agriculture The Farm Case Study Plant Production Animal Production	Plant/Animal Production Farm Product Study One elective from Agri-food, Fibre and Fuel Technologies Climate Challenge Farming for the 21st Century	
COURSE REQUIREMENTS:		
Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.		

BIOLOGY		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2		Difficulty Rating: 2
Target Audience:	This course is particularly suited to students who have achieved substantial achievement in Stage 5 Science.	
COURSE DESCRIPTION		
<p>The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.</p> <p>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.</p>		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
Cells as The Basis of Life Organisation of Living Things Biological Diversity Ecosystem Dynamics	Heredity Genetic Change Infectious Disease Non-Infectious	
COURSE REQUIREMENTS:		
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>A minimum of 15 hours of in-class time must be allocated to depth studies in both Year 11 and Year 12. A depth study may be, but is not limited to:</p> <ul style="list-style-type: none"> • a practical investigation(s) and/or a secondary-sourced investigation(s) • presentations, research assignments or fieldwork reports • the extension of concepts found within the course, either qualitatively and/or quantitatively. 		

CHEMISTRY		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2.5		Difficulty Rating: 2.6
Target Audience:	This course is particularly suited to students who have achieved substantial achievement in Stage 5 Maths and Science.	
COURSE DESCRIPTION		
<p>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.</p> <p>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.</p>		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
Properties and Structure of Matter Introduction to Quantitative Chemistry Reactive Chemistry Drivers of Reactions	Equilibrium and Acid Reactions Acid/base Reactions Organic Chemistry Applying Chemical Ideas	
COURSE REQUIREMENTS:		
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>A minimum of 15 hours of in-class time must be allocated to depth studies in both Year 11 and Year 12. A depth study may be, but is not limited to:</p> <ul style="list-style-type: none"> • a practical investigation(s) and/or a secondary-sourced investigation(s) • presentations, research assignments or fieldwork reports • the extension of concepts found within the course, either qualitatively and/or quantitatively. 		

EARTH AND ENVIROMENTAL SCIENCE		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2.0		Difficulty Rating: 1.5
Target Audience:	This course is particularly suited to students who have competently engages in Stage 5 Maths and Science.	
COURSE DESCRIPTION		
<p>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.</p> <p>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.</p>		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
Module 1 – Earth's Resources Module 2 – Plate Tectonics Module 3 – Energy Transformations Module 4 – Human Impacts	Module 5 – Earth's Processes Module 6 - Hazards Module 7 – Climate Science Module 8 – Resource Management	
COURSE REQUIREMENTS:		
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>A minimum of 15 hours of in-class time must be allocated to depth studies in both Year 11 and Year 12. A depth study may be, but is not limited to:</p> <ul style="list-style-type: none"> • a practical investigation(s) and/or a secondary-sourced investigation(s) • presentations, research assignments or fieldwork reports <p>the extension of concepts found within the course, either qualitatively and/or quantitatively.</p>		

INVESTIGATING SCIENCE		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2		Difficulty Rating: 2
Target Audience:	Suitable for students with a competent understanding of scientific concepts and ability to apply and use these in new situations. The course places a heavy emphasis on investigation and analysis of information	
COURSE DESCRIPTION		
<p>The Year 11 course focuses on observation as a scientific process and examines how humans 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.</p> <p>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.</p>		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
<ul style="list-style-type: none"> ● Cause and Effect - Observing ● Cause and Effect – Inferences & Generalisations ● Scientific Models ● Theories and Laws 	<ul style="list-style-type: none"> ● Scientific Investigations ● Technologies ● Fact or Fallacy? ● Science and Society 	
COURSE REQUIREMENTS:		
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>A minimum of 30 hours of in-class time must be allocated to depth studies in both Year 11 and Year 12. A depth study may be, but is not limited to:</p> <ul style="list-style-type: none"> ● a practical investigation(s) and/or a secondary-sourced investigation(s) ● presentations, research assignments or fieldwork reports ● the extension of concepts found within the course, either qualitatively and/or quantitatively. 		

PHYSICS		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2.5		Difficulty Rating: 2.7
Target Audience:	This course is particularly suited to students who have demonstrated substantial achievement in Stage 5 Mathematics and Science.	
COURSE DESCRIPTION		
<p>The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.</p>		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
<ul style="list-style-type: none"> ● Kinematics ● Dynamics ● Waves and Thermodynamics ● Electricity and Magnetism 	<ul style="list-style-type: none"> ● Advanced Mechanics ● Electromagnetism ● The Nature of Light ● From the Universe to the Atom 	
COURSE REQUIREMENTS:		
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>A minimum of 15 hours of in-class time must be allocated to depth studies in both Year 11 and Year 12. A depth study may be, but is not limited to:</p> <ul style="list-style-type: none"> ● a practical investigation(s) and/or a secondary-sourced investigation(s) ● presentations, research assignments or fieldwork reports ● the extension of concepts found within the course, either qualitatively and/or quantitatively. 		

SCIENCE EXTENSION		Board Developed Course
1 Unit for HSC ONLY. Board Developed Course		Exclusions: NIL
Special Requirements: One of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.		Course Contribution: NIL
Time Rating: 3		Difficulty Rating: 3
Target Audience:	This course is suitable for students who have substantial achievement in at least one Stage 6 Science in Year 11 and have a keen interest in scientific research.	
<p>COURSE DESCRIPTION</p> <p>Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.</p> <p>Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.</p>		
MAIN TOPICS COVERED		
<p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> ● Module 1 The Foundations of Scientific Thinking ● Module 2 The Scientific Research Proposal ● Module 3 The Data, Evidence and Decisions ● Module 4 The Scientific Research Report 		
<p>COURSE REQUIREMENTS:</p> <p>Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.</p> <p>The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.</p> <p>All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.</p>		

Humanities

WORK STUDIES		Board Endorsed Course
2 Units for each of Year 11 and Year 12 Board Endorsed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 1		Difficulty Rating: 1
Target Audience:	Students looking to transition to the workforce, either immediately or at the end of year 12.	
Course Description		
<p>Work in all its forms - paid and unpaid - plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation.</p> <p>This course in Work Studies will assist students:</p> <ul style="list-style-type: none"> ● to recognise the links between education, work, and lifestyle, and to recognise the economic and social factors that affect work opportunities ● to develop an understanding of the changing nature of work and the implications for individuals and society ● to undertake an extended work placement to allow for the development of specific job – related skills ● to acquire general work – related knowledge, skills, and attitudes, transferable across different occupations ● to develop their skills in accessing work – related information, presenting themselves to potential employers, and functioning effectively in the workplace. 		
MAIN TOPICS COVERED		
<p>Students will undertake a Core unit and a range of elective modules.</p> <p>Core Module</p> <ul style="list-style-type: none"> ● My Working Life <p>Elective Modules</p> <ul style="list-style-type: none"> ● In the Workplace ● Preparing Job Applications ● Workplace Communication ● Teamwork and Enterprise Skills ● Managing Work and Life Commitments ● Personal Finance ● Workplace Issues ● Self-Employment ● Team Enterprise Project ● Experiencing Work 		
COURSE REQUIREMENTS:		
Students are expected to do work experience.		

ABORIGINAL STUDIES		Board Developed Course	
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL	
Special Requirements: NIL		Course Contribution: NIL	
Time Rating: 1.5		Difficulty Rating: 1.5	
Target Audience	Students who wish to learn more about Aboriginal history and culture and increase their connection with members of the local Aboriginal community		
COURSE DESCRIPTION			
<p>Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society. Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities.</p> <p>During the course, students will undertake consultation with the local Aboriginal community and will study national and international Indigenous communities, applying research and inquiry methods through the completion of a major project.</p>			
Year 11-Pre 1960's			
Part I – Aboriginality and the Land <ul style="list-style-type: none"> • Aboriginal peoples' relationship to Country • Dispossession and dislocation of Aboriginal peoples from Country • Impact of British colonisation on Country 		Part II – Heritage and Identity <ul style="list-style-type: none"> • The Dreaming and cultural ownership • Diversity of Aboriginal cultural and social life • Impact of colonisation on Aboriginal cultures and families • Impact of racism and stereotyping 	
Part III – International Indigenous Community: Comparative Study <ul style="list-style-type: none"> • Location, environment and features of an international Indigenous community • Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to: <ul style="list-style-type: none"> – Aboriginality and the Land – Heritage and Identity 		Part IV – Research and Inquiry Methods: Local Community Case Study <ul style="list-style-type: none"> • Community consultation • Planning research • Acquiring information • Processing information • Communicating information 	
Year 12 -Course 1960's onwards			
Part I – Social Justice and Human Rights Issues A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: <ol style="list-style-type: none"> 1. Health 2. Education 3. Housing 4. Employment 5. Criminal Justice 6. Economic Independence. 		Part II Aboriginality and the Land <ul style="list-style-type: none"> • The Land Rights movement and the recognition of native title • Government policies and legislation • Non-Aboriginal responses OR Heritage and Identity <ul style="list-style-type: none"> • Contemporary aspects of Aboriginal heritage and identity • Government policies and legislation • Non-Aboriginal responses. 	
Part III – Research and Inquiry Methods –Major Research project on an aspect of the Year 12 course Students must undertake mandatory community case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.			
COURSE REQUIREMENTS: Students are expected to complete a research project in Year 12.			

BUSINESS STUDIES		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2		Difficulty Rating: 2
Target Audience:	Students who are interested in owning or managing a business, or would simply like to know more about how businesses operate.	
<p>COURSE DESCRIPTION</p> <p>Business activity is a feature of everyone’s life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers, and employees depend on the business sector for much of their quality of life.</p> <p>By completing this course students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking, and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.</p> <p>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. In addition, a significant feature of Business Studies is its relevance to the full range of HSC students, as it provides useful knowledge and competencies for life.</p>		
MAIN TOPICS COVERED		
<p>YEAR 11 COURSE</p> <ul style="list-style-type: none"> • Nature of Business (20%) – the nature and role of business in a changing business environment • Business Management (40%) – nature and responsibilities of management in the business environment • Business Planning (40%) – the role of establishing and planning a small to medium business. 	<p>YEAR 12 COURSE</p> <ul style="list-style-type: none"> • Operations (25%) – the nature and responsibilities of managing business operations • Marketing (25%) – the nature and role of marketing for business • Finance (25%) – financial management for success in business • Human Resources (25%) – the nature of effective employment relations in business. 	
<p>COURSE REQUIREMENTS:</p> <p>In the Year 11 course there is a research project, which investigates the planning and establishment of a small business.</p>		

ECONOMICS		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2		Difficulty Rating: 2.5
Target Audience:	Students that are curious about the factors that drive the Australian economy and how they impact our lives	
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.		
MAIN TOPICS COVERED		
YEAR 11 COURSE	Year 12 COURSE	
<ul style="list-style-type: none"> • Introduction to Economics – the nature of economics and the operation of an economy • Consumers and Business – the role of consumers and business in the economy • Markets – the role of markets, demand, supply and competition • Labour Markets – the workforce and role of labour in the economy • Financial Markets – the financial market in Australia including the share market • Government in the Economy – the role of government in the Australian economy. 	<ul style="list-style-type: none"> • The Global Economy – Features of the global economy and globalisation • Australia's Place in the Global Economy – Australia's trade and finance • Economic Issues – issues including growth, unemployment, inflation, distribution of income and wealth and environmental sustainability. • Economic Policies and Management – the range of policies to manage the economy. 	
COURSE REQUIREMENTS: Nil		

GEOGRAPHY		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2		Difficulty Rating: 2
Target Audience:	Students that are interested in the world, travel, the environment, and places around them.	
<p>COURSE DESCRIPTION</p> <p>Geography is a life-long interest. It stimulates a natural curiosity about how and why the world's people and their environments are so varied. Studies in both physical and human geography provide an important information base on which students investigate contemporary geographical issues to explore why differences exist, the importance of effective management and how they may take an active role in shaping future society.</p> <p>Geography investigates the unique characteristics of our world through excursions to carry out fieldwork, the development of geographical skills and the study of contemporary geographical issues.</p> <p>Studying Geography Stage 6 prepares students for a wide range of postschool studies and future employment and for active participation as informed citizens. It is an exciting course that relates to many career opportunities that are available across the globe. Geography takes you on a journey through the world, allowing you to discover how you can play a part in its future on a local, national, and global, scale.</p> <p>Key industries that utilise Geography skills include town planning, travel industry, landscaping, horticulture, education, construction, defence forces, transport, marketing, environmental science, mining, food production, biosecurity, alternate energy, environmental sustainability roles and many more.</p>		
MAIN TOPICS COVERED		
<p>YEAR 11 COURSE</p> <ul style="list-style-type: none"> • Earth's natural systems: Overview of the uniqueness and diversity of the Earth. • People, patterns, and processes: The diversity and extent of human activity on the Earth's surface on a global scale. • Human-environment interactions: Natural & human induced change, land cover and climate change. • Geographical Investigation: Students choose, investigate, and create a product about a geographical inquiry in the contemporary world. 	<p>YEAR 12 COURSE</p> <ul style="list-style-type: none"> • Global sustainability: Pillars of sustainability – social, economic, environmental, and cultural. Principles and opportunity. • Rural and urban places: Size, pattern and spatial distribution of settlements, hierarchies, footprints, and strategies. • Ecosystems and global biodiversity: Nature and complexity of ecosystem functioning and global biodiversity, values, relationships, and practices 	
<p>COURSE REQUIREMENTS:</p> <p>Students complete a Geographical Investigation (GI) in the Year 11 course and must undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses.</p>		

LEGAL STUDIES		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2		Difficulty Rating: 2
Target Audience:	Students who have an interest in law and how it impacts individuals and society.	
COURSE DESCRIPTION		
<p>Our society is regulated by a complex set of rules and regulations which both guide and protect individual community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students of Legal Studies Stage 6 will develop an understanding of legal concepts and how the law functions in our society. It will also address many of the issues that confront individuals in our society and helps the students understand how the law and the legal process solve these issues for the benefit of both the individual and society.</p>		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
<ul style="list-style-type: none"> ● The Legal System: 40% of the course time ● The Individual and the Law: 30% of the course time ● Law in Practice: 30% of the course time 	<ul style="list-style-type: none"> ● Crime: 30% of the course time ● Human Rights: 20% of the course time ● Optional Studies – 2 must be completed: 50% of the course time <p>The class will select 2 options from</p> <ul style="list-style-type: none"> ● Consumers ● Global Environmental Protection ● Family ● Indigenous peoples ● Shelter ● Workplace ● World order 	
COURSE REQUIREMENTS: Nil		

SOCIETY & CULTURE		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2		Difficulty Rating: 2
Target Audience:	Students who are interested in understanding how society and culture make us who we are and use this knowledge to better understand themselves and communicate with others.	
COURSE DESCRIPTION		
Society and Culture is the study of human behaviour: how we operate as individuals and how we function in groups. Society and Culture is a learning experience which allows for the integration of the student's personal experience with the public knowledge available through all kinds of research, writing and media. Society and Culture combines a range of approaches such as psychology, philosophy, anthropology and sociology to prepare students for the future with a deep understanding and critical thinking skills in an ever-developing changing world.		
MAIN TOPICS COVERED		
Year 11 Course:		
<ul style="list-style-type: none"> • The Social and Cultural World – interactions between persons, societies, cultures, and environments • Personal and Social Identity – the process of socialisation and the development and coming of age of individuals in a variety of social and cultural settings • Intercultural Communication – how people in different social, cultural, and environmental settings can better understand each other and their world. 		
Year 12 Course:		
<ul style="list-style-type: none"> • Personal Interest Project (PIP): You choose a topic that you are passionate about, then research and write up what you have learnt • Social and Cultural Continuity and Change: The study of the forces responsible for change and continuity in a selected country. 		
Depth Studies		
Two to be chosen from the following:		
<ul style="list-style-type: none"> • Popular Culture – why do some fads and trends become POP culture? Here we learn what it takes, focusing on anything from Anime to Horror Films and Fashion • Ideologies and Belief Systems – understanding the contrasting ways people make sense of their world: from Buddhism to Feminism ... and beyond • Social Inclusion and Exclusion – why do some societies adequately provide for their individuals / groups whilst others fail? An investigation into various forms of discrimination • Society Conformity and Non-Conformity – how individuals and groups identities are formed and the role conformity, obedience and non-conformity play, including cosplay, religious groups and more. 		
COURSE REQUIREMENTS:		
Completion of Personal Interest Project (PIP).		

CHINESE BEGINNERS		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Chinese Continuers Other eligibility rules apply to the study of this subject. Check NESA website.
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2		Difficulty Rating: 1.5
Target Audience:	Students who wish to develop an interest in and enjoyment of Chinese language learning and are interested in Chinese culture, beliefs and values.	
<p>COURSE DESCRIPTION</p> <p>Learning a new language helps students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.</p> <p>Chinese is a language of global and regional importance. The ability to communicate in Chinese contributes significantly to the sociocultural and economic links between Australia and Chinese speakers. The course also develops students understanding of English grammar and language rules. It develops their motor skills and memorisation techniques.</p> <p>The Year 11 Course topics provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.</p> <p>In the Year 12 Course students will extend and refine their communication skills in Chinese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.</p>		
<p>MAIN TOPICS COVERED</p> <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations 		
<p>COURSE REQUIREMENTS: No prior language experience needed. Students must complete an eligibility form.</p>		

ITALIAN BEGINNERS		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Italian Continuers Other eligibility rules apply to the study of this subject. Check NESA website.
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2		Difficulty Rating: 1.5
Target Audience:	Students who wish to develop an interest in and enjoyment of Italian language learning and are interested in Italian culture, beliefs and values.	
<p>COURSE DESCRIPTION</p> <p>Learning a new language helps students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens. Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.</p> <p>Italian is a strong community language in Australia and is spoken in many countries around the world. The ability to communicate in Italian provides students with opportunities for future employment and continued learning, particularly of other languages. The course also develops students understanding of Italy's significant contribution to art, politics, architecture, cuisine, music, science, literature, film and theatre. The course enhances their knowledge of English grammar and language rules and develops a range of memorisation techniques.</p> <p>The Year 11 Course topics provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.</p> <p>In the Year 12 course students will extend and refine their communication skills in Italian in contexts defined by topics and will gain a deeper knowledge and understanding of language and culture.</p>		
<p>MAIN TOPICS COVERED</p> <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations 		
<p>COURSE REQUIREMENTS: No prior language experience needed. Students must complete an eligibility form.</p>		

ANCIENT HISTORY		Board Developed Course	
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL	
There is an additional History Extension course available for study in the HSC year.			
Special Requirements: NIL		Course Contribution: NIL	
Time Rating: 2		Difficulty Rating: 2	
Target Audience:	Students who have a passion for investigating the evidence and interpretations of the ancient past, including studying archaeological remains and methods used by historians.		
COURSE DESCRIPTION			
<p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events, and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality, and historical period.</p>			
MAIN TOPICS COVERED			
YEAR 11 COURSE		YEAR 12 COURSE	
<ul style="list-style-type: none"> ● Investigating Ancient History ● Features of Ancient History ● Historical Investigation 		<ul style="list-style-type: none"> ● Core Study: Cities of Vesuvius – Pompeii and Herculaneum ● ONE Ancient Society topic ● ONE Personality in Their Times topic ● ONE Historical Period topic 	
COURSE REQUIREMENTS:			
<p>Year 11 course</p> <p>In the Year 11 course, students undertake at least TWO case studies.</p> <ul style="list-style-type: none"> ● One must be from Egypt, Greece, or Celtic Europe and ● One must be from Australia, Asia the Near East, or the Americas. <p>Year 12 course</p> <p>The course requires study from at least TWO of the following areas:</p> <ul style="list-style-type: none"> ● Egypt ● Near East ● China ● Greece ● Rome 			

MODERN HISTORY		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
There is an additional History Extension course available for study in the HSC year.		
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2.5		Difficulty Rating: 2.5
Target Audience:	Students who have an interest in studying in detail, the forces of the twentieth century that have shaped our modern world.	
COURSE DESCRIPTION		
<p>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.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
<ul style="list-style-type: none"> ● Investigating Modern History ● Historical Investigation (research project) ● The Shaping of the Modern World 	<ul style="list-style-type: none"> ● Core: Power and Authority in the Modern World 1919–1946 (30 hours) ● ONE National Study ● ONE in Peace and Conflict ● ONE of Change in the Modern World 	
COURSE REQUIREMENTS:		
<p>Year 11 course</p> <p>In the Year 11 course, students must undertake at least TWO case studies.</p> <ul style="list-style-type: none"> ● One case must be from Europe, North America or Australia AND ● One case study must be from Asia, the Pacific, Africa, the Middle East, or Central/ South America. <p>Year 12 course</p> <ul style="list-style-type: none"> ● Students are required to study at least one non-European/non-Western topic from a set list of topics within the syllabus 		

HISTORY EXTENSION		Board Developed Course
1 Unit for Year 12 Only Board Developed Course		Exclusions: NIL
Prerequisites: Year 11 Ancient History or Year 11 Modern History and must be also studying at least one of these courses in Year 12.		
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 3		Difficulty Rating: 3
Target Audience:	Students who are eager to engage with complex historiographical ideas and methodologies and to undertake an individual investigative project, focusing on an area of changing historical interpretation.	
COURSE DESCRIPTION		
History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.		
MAIN TOPICS COVERED		
The course comprises two sections: Constructing History Focuses on the key questions of - Who are historians? What are the purposes of history? How has history been constructed, recorded, and presented over time? Why have approaches to history changed over time? This also includes one case studies where students develop their understanding of significant historiographical ideas and methodologies, with reference to three identified areas of debate and the key questions.		
HISTORY PROJECT		
Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.		
COURSE REQUIREMENTS:		
The course requires students to undertake:		
<ul style="list-style-type: none"> ● one case study ● the development of one History Project. 		

STUDIES OF RELIGION I		Board Developed Course
1 Unit for Year 11 and 12 Board Developed Course		Exclusions: Studies of Religion 2
Prerequisites: NIL		
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 1		Difficulty Rating: 1.5
Target Audience:	Students who are interested in understanding the role and impact of different religions on people and places, both daily lives and the overall development of our world.	
COURSE DESCRIPTION		
Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.		
MAIN TOPICS COVERED		
Year 11 Course:		
<ul style="list-style-type: none"> • The nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life • Two religious traditions studies from Buddhism, Christianity, Hinduism, Islam, Judaism: <ul style="list-style-type: none"> ○ Origins ○ Principal beliefs ○ Sacred texts and writings ○ Core ethical teachings ○ Personal devotion/expression of faith/observance. 		
Year 12 Course		
<ul style="list-style-type: none"> • Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today • Two religious traditions depth studies from Buddhism, Christianity, Hinduism, Islam, Judaism: <ul style="list-style-type: none"> ○ Significant people and ideas ○ Ethical teachings in religious tradition about bioethics or environmental ethics or sexual ethics ○ Significant practices in the life of adherents 		
COURSE REQUIREMENTS:		
This course requires students to undertake:		
<ul style="list-style-type: none"> • Year 11 Course - students must undertake TWO religious traditions studies • Year 12 Course - students must undertake TWO religious traditions depth studies. 		

STUDIES OF RELIGION II		Board Developed Course
2 Unit for Year 11 and 12 Board Developed Course		Exclusions: Studies of Religion 1
Prerequisites: NIL		
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2		Difficulty Rating: 1.5
Target Audience:	Students who are interested in understanding the role and impact of different religions on people and places, both daily lives and the overall development of our world.	
COURSE DESCRIPTION		
Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.		
MAIN TOPICS COVERED		
Year 11 Course:		
<ul style="list-style-type: none"> • The nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life • Three religious traditions studies from Buddhism, Christianity, Hinduism, Islam, Judaism: <ul style="list-style-type: none"> ○ Origins ○ Principal beliefs ○ Sacred texts and writings ○ Core ethical teachings ○ Personal devotion/expression of faith/observance • Religions of Ancient Origin: The response to the human search for ultimate meaning in TWO religions of ancient origin from: <ul style="list-style-type: none"> ○ Aztec or Inca or Mayan ○ Celtic ○ Nordic ○ Shinto ○ Taoism ○ An Indigenous religion from outside Australia. • Religion of Australia pre 1945: The arrival, establishment and development of religious traditions in Australia prior to 1945. 		
Year 12 Course		
<ul style="list-style-type: none"> • Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today. • Three religious traditions depth studies from Buddhism, Christianity, Hinduism, Islam, Judaism: <ul style="list-style-type: none"> ○ Significant people and ideas ○ Ethical teachings in religious tradition about bioethics or environmental ethics or sexual ethics ○ Significant practices in the life of adherents. • Religion and peace: The response of religious traditions to the issue of peace. • Religion and Non-Religion: The role of both the; human search for meaning, world views and the difference between religious and non-religious world views. 		
COURSE REQUIREMENTS:		
This course requires students to undertake:		
<ul style="list-style-type: none"> • Year 11 Course - students must undertake THREE religious traditions depth studies • Year 12 Course - students must undertake THREE religious traditions depth studies. 		

Computing

COMPUTING APPLICATIONS		Board Endorsed Course
2 Units for each of Year 11 and Year 12 Content Endorsed Course		Exclusions: Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Computing Applications
Special Requirements: Nil		Course Contribution: Nil
Time Rating: 1		Difficulty Rating: 1
Target Audience:	Students with little or no practical experience using computers outside of school or students who are looking for basic skills necessary for employment.	
Course Description		
<p>Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.</p> <p>Computing Applications is a 'hands-on' skills-based course aimed at developing the student's abilities to use hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks that enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.</p> <p>It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.</p> <p>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; Education and Training, Financial and Insurance Services, Information Media and Telecommunications, Professional, Scientific and Technical Services and Public Administration and Safety.</p> <p>There is no external examination.</p>		
MAIN TOPICS COVERED		
<p>Modules:</p> <ul style="list-style-type: none"> ● Hardware and Software Skills ● Communications I ● Communications II ● Multimedia I ● Multimedia II ● Graphics I ● Graphics II ● Spreadsheets I ● Spreadsheets II ● Desktop Publishing I ● Desktop Publishing II ● Databases 		

SOFTWARE ENGINEERING		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Computing Applications
Special Requirements: Students studying this course should also be doing one of the ATAR Mathematics courses.		Course Contribution: NIL
Time Rating: 2.5		Difficulty Rating: 2.5
Target Audience:	Students with interest in learning computer coding and/or looking to a career in computer programming.	
COURSE DESCRIPTION		
The study of Software Engineering 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.		
MAIN TOPICS COVERED		
YEAR 11 COURSE Main topics covered	YEAR 12 COURSE Main topics covered	
<ul style="list-style-type: none"> ● Programming Fundamentals ● The Object-Oriented Paradigm ● Programming Mechatronics 	<ul style="list-style-type: none"> ● Secure software architecture ● Programming for the web ● Software Automation ● Software Engineering Project 	
COURSE REQUIREMENTS:		
The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.		
The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills.		

Technological and Applied Studies

DESIGN & TECHNOLOGY		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil
Special Requirements: Protective apron and leather shoes with firm soles.		Course Contribution: \$100.00/year
Time Rating: 1.5		Difficulty Rating: 1.5
Target Audience:	This course is suited to those students who are looking to develop practical skills and project management knowledge associated with the timber industry.	
COURSE DESCRIPTION		
Design and Technology has a unique focus on creativity, design and innovative ideas. Students will investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills. Students will use traditional workshop-based technologies, as well as emerging technologies such as Laser Cutting and 3D Printing.		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
Through the completion of two Design Projects, students will study the following: design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing, tools and techniques.	Includes the development and realisation of the Major Design Project, a case study of an innovation and other teaching and learning activities. The comprehensive study of design and the processes of designing and producing that were studied in the Year 11 course are synthesised and applied.	
COURSE REQUIREMENTS:		
In the Year 11 Course, students must participate in hands-on practical activities in the form of two Design Projects, and document these through a Design Folio.		
Throughout the Year 12 Course, the Major Design Project consumes the majority of the time available. The Major Design Project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity.		

FOOD TECHNOLOGY		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: \$50.00/year
Time Rating: 1.5		Difficulty Rating: 2
Target Audience:	This course is suited to those students who are looking to develop practical skills and knowledge associated with the food and health industry.	
COURSE DESCRIPTION		
<p>The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation, and storage of food sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The Year 12 course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry, production, processing, preserving, packaging, storage and distribution of food, factors impacting, reasons, types, steps and marketing of food development, nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experiencing and presenting food are integrated throughout the course.</p>		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
<ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) 	<ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%) 	
COURSE REQUIREMENTS:		
<ul style="list-style-type: none"> • There is no prerequisite study for the 2-unit Year 11 course. Completion of the 2-unit Year 11 course is a prerequisite to the study of the 2-unit Year 12 course. • In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues. <p>It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'learning to' section of each strand.</p>		

TEXTILES & DESIGN		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil
Special Requirements: NIL		Course Contribution: \$50.00/year
Time Rating: 1.5		Difficulty Rating: 1.5
Target Audience:	This course is suited to those students who are looking to develop practical skills and project management knowledge associated with the textiles industry. You learn to manage your time to complete high quality practical projects.	
COURSE DESCRIPTION		
<p>The Year 11 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 an end use.</p> <p>The Year 12 course builds upon the Year 11 course and involves the study of fabric coloration and decoration the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the Year 12 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.</p>		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
<ul style="list-style-type: none"> ● Design (40%) ● Properties and Performance of Textiles (50%) <p>The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</p>	<ul style="list-style-type: none"> ● Design (20%) ● Properties and Performance of Textiles (20%) ● The Australian Textiles, Clothing, Footwear and Allied Industries (10%) ● Major Textiles Project (50%) 	
COURSE REQUIREMENTS:		
<p>In the Year 11 course students will undertake two Year 11 textile projects. Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the Year 12 course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries</p>		

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE TECHNOLOGIES		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Students may only study one focus area in Industrial Technology. Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
Special Requirements: Protective apron and leather shoes with firm soles.		Course Contribution: \$50.00/year
Time Rating: 1.5		Difficulty Rating: 1.5
Target Audience:	This course is suited to those students who are looking to develop practical skills and project management knowledge associated with the timber industry.	
COURSE DESCRIPTION		
<p>In Year 11 the content is introductory and is related to a number of practical projects and the study of an individual business in the focus area. The aim of the Preliminary course is to prepare and equip the students with the necessary knowledge and skills to successfully complete the Year 12 Major Project and related folio.</p> <p>The Year 12 content is centred on the application of design, research and manufacture of a major project and related folio, together with a more detailed study of the focus area industry.</p>		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
<p>The Year 11 course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects.</p> <p>There is a significant Theory Component that must be completed in addition to the practical work.</p>	<p>The Year 12 course of 120 indicative hours consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the focus area of study.</p> <p>Both the Year 11 and Year 12 courses are organised around four sections</p> <ul style="list-style-type: none"> • Industry Study • Design and Management and Communication • Production • Industry Related Manufacturing Technology 	
COURSE REQUIREMENTS:		
<p>In the Year 11 course, students must design, develop and construct a minimum of two projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry.</p> <p>In the Year 12 course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.</p>		

INDUSTRIAL TECHNOLOGY – METAL AND ENGINEERING TECHNOLOGIES		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Students may only study one focus area in Industrial Technology. Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.
Special Requirements: Protective apron and leather shoes with firm soles.		Course Contribution: \$100.00/year
Time Rating: 1.5		Difficulty Rating: 1.5
Target Audience:	This course is suited to those students who are looking to develop practical skills and project management knowledge associated with the metal industry.	
COURSE DESCRIPTION		
<p>In Year 11 the content is introductory and is related to a number of practical projects and the study of an individual business in the focus area. The aim of the Year 11 course is to prepare and equip the students with the necessary knowledge and skills to successfully complete the Year 12 Major Project and related folio.</p> <p>The Year 12 content is centred on the application of design, research and manufacture of a major project and related folio, together with a more detailed study of the focus area industry.</p>		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
The Year 11 Course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects.	<p>The Year 12 course of 120 indicative hours consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the focus area of study.</p> <p>Both the Year 11 and Year 12 courses are organised around four sections</p> <ul style="list-style-type: none"> • Industry Study • Design and Management and Communication • Production • Industry Related Manufacturing Technology 	
COURSE REQUIREMENTS:		
<p>In the Year 11 course, students must design, develop and construct a minimum of two projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry.</p> <p>In the Year 12 course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.</p>		

Personal Development, Health & Physical Education

EXPLORING EARLY CHILDHOOD		Board Endorsed Course														
2 Units for each of Year 11 and Year 12 Content Endorsed Course		Exclusions: Nil														
Special Requirements: Nil		Course Contribution: Nil														
Time Rating: 1.3		Difficulty Rating: 1.3														
Target Audience:	This course is suited to those students who are not wanting an ATAR and are looking to develop practical skills and knowledge associated with early childhood and the early childhood industry.															
Course Description																
<p>Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development, and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family, and the community. The study of this course will enable students to:</p> <ul style="list-style-type: none"> • develop an awareness and understanding of the growth, developing, and learning of young children and the importance of the early childhood years • recognise the uniqueness of all children, including those who have special needs • become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play • identify the range of services developed and provided for young children and their families • consider the role of family and community in the growth, development and learning of young children • reflect upon potential implications for themselves as adults, in relation to young children • understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families • become aware of the work opportunities available in the area of children's services 																
MAIN TOPICS COVERED																
<p>The core studies are compulsory there are three parts to the core: Part A: Pregnancy and Childbirth (15hrs) Part B: Child Growth and Development (20hrs) Part C: Promoting Positive Behaviour (10hrs)</p> <p>Modules The optional modules can each occupy 15-30hours (indicative time) of study, depending on students' interest, teacher expertise, available resources and intended depth of treatment. The following optional course modules are included in this document:</p>																
<table border="0"> <tr> <td>1. Learning Experiences for young Children</td> <td>8. The Children's Services Industry</td> </tr> <tr> <td>2. Play and the Developing Child</td> <td>9. Young Children and Media</td> </tr> <tr> <td>3. Starting School</td> <td>10. Young Children and the Law</td> </tr> <tr> <td>4. Gender and Young Children</td> <td>11. Children's Literature</td> </tr> <tr> <td>5. Children and Change</td> <td>12. Food and Nutrition</td> </tr> <tr> <td>6. Children of Aboriginal and Torres Strait Islander Communities</td> <td>13. Child Health and Safety</td> </tr> <tr> <td>7. Historical and Cultural Contexts of Childhood</td> <td>14. Young Children with Special Needs</td> </tr> </table>			1. Learning Experiences for young Children	8. The Children's Services Industry	2. Play and the Developing Child	9. Young Children and Media	3. Starting School	10. Young Children and the Law	4. Gender and Young Children	11. Children's Literature	5. Children and Change	12. Food and Nutrition	6. Children of Aboriginal and Torres Strait Islander Communities	13. Child Health and Safety	7. Historical and Cultural Contexts of Childhood	14. Young Children with Special Needs
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COMMUNITY AND FAMILY STUDIES		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 1.5		Difficulty Rating: 1.8
Target Audience:	This course is suited to those students who are looking to develop knowledge and skills associated with the wellbeing of individuals, families and the community.	
COURSE DESCRIPTION		
Community and Family Studies are designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
Resource Management Basic concepts of the resource management process. Indicative course time :20%	Research Methodology Research methodology and skills culminating in the production of an Independent Research Project. Indicative course time: 25%	
Individuals and Groups The individual's roles, relationships and tasks within and between groups. Indicative course time:40%	Groups in Context The characteristics and needs of specific community groups. Indicative course time: 25%	
Families and Communities Family structures and functions and the interaction between family and community. Indicative course time :40%	Parenting and Caring Issues facing individuals and groups who adopt roles in parenting and caring in contemporary society. Indicative course time: 25%	
	HSC Option Modules (25% total) Select one of the following options: Family and Societal Interactions Government and community structures support and protect family members throughout the lifespan. Indicative course time: 25%	
	Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. Indicative course time: 25%	
	Individuals and Work Contemporary issues confronting families as they manage their roles within both their family and work environments. Indicative course time: 25%	
COURSE REQUIREMENTS: As part of the HSC students are required to complete an independent research project.		

SPORT LIFESTYLE AND RECREATION		Board Endorsed Course
2 Units for each of Year 11 and Year 12 Board Endorsed Course		Exclusions: NIL
Special Requirements: Nil		Course Contribution: \$25.00/year
Time Rating: 1		Difficulty Rating: 1
Target Audience:	This course is designed for students with a strong interest and passion for sport, fitness, and recreation. Students must be willing to participate in a wide range of sports and physical activities. There is a theory component that students must complete including fitness programs, research tasks, rules and policies of sports and organisational structures.	
Course Description		
<p>This course encourages students to continue to develop their knowledge, skills and understanding of the role of physical activity, sport, a healthy lifestyle, and recreation with fitness in everyday life. Participation in this course will give the students' knowledge, understanding through involvement in such areas as skilled movement, sports coaching, and the recreational and sociological perspectives of sport. There will be the opportunity for students to enhance and refine their own physical skills in a variety of activities.</p>		
MAIN TOPICS COVERED		
<ul style="list-style-type: none"> ● Aquatics ● Athletics ● Dance ● First Aid ● Sports Injuries ● Fitness ● Games and Sports Application ● Gymnastics ● Healthy Lifestyle ● Individual Games and Sports Application ● Outdoor Recreation. 		

HEALTH AND MOVEMENT SCIENCE		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: NIL
Special Requirements: NIL		Course Contribution: NIL
Time Rating: 2		Difficulty Rating: 2
Target Audience:	Undertaking this course will provide foundation studies for those students with a special or vocational interest in human movement, and individual and community health issues. The course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, nursing, allied health professions, physiotherapy, sports coaching, or physical education teaching.	
COURSE DESCRIPTION		
The course investigates the health of Australians and the factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance and develop the skills to enhance movement for themselves and others throughout their lifetime. The course aims to develop the capacity to think and act critically to make informed decisions that contribute to healthy and active lifestyles for individuals and communities.		
MAIN TOPICS COVERED		
YEAR 11 COURSE	YEAR 12 COURSE	
<u>Core Topics</u>	<u>Core Topics</u>	
<ul style="list-style-type: none"> • Health for Individuals and Communities (40 hrs) • The Body and Mind in Motion (40 hrs) • Depth Studies (20 hrs) • Collaboration Investigation (20 hrs) 	<ul style="list-style-type: none"> • Health in an Australian and Global Context (45 hrs) • Training for Improved Performance (45 hrs) • Depth Studies (30 hrs) 	
COURSE REQUIREMENTS:		
Students must complete all Assessments Tasks and course work and sit the HSC Exam.		
Year 11		
Students are required to undertake 3 Assessment Tasks, a minimum of 2 Depth Studies (1 being an Assessment Task) and 1 Collaborative Investigation (which is also an Assessment Task).		
Year 12		
Students are required to undertake 4 Assessment Tasks, a minimum of 2 Depth Studies (1 being an Assessment Task).		
Collaborative Investigation		
The collaborative investigation task provides students with the opportunity to work collaboratively on an agreed topic, aligned with the content and concepts explored through course work.		
Depth Studies		
Depth Studies provide students with opportunities to develop, consolidate or apply a depth of understanding of health and movement concepts.		

Creative and Performing Arts

DRAMA		Board Developed Course	
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Projects developed for assessment in one subject cannot be used for assessment in another	
Special Requirements: NIL		Course Contribution: \$50.00/year	
Time Rating: 3		Difficulty Rating: 2.5	
Target Audience:	Students who can think creatively and visually and have an interest in performing.		
COURSE DESCRIPTION			
<p>Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</p> <p>Drama requires a great deal of peer trust, therefore plays an important role in teaching communication, listening, and empathy skills. Studying drama is demanding and students will be required to attend after hours rehearsals.</p> <p>Year 11 course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.</p> <p>Year 12 Course content</p> <p>Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces.</p> <p>The Group Performance of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes' duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p>For the Individual Project students demonstrate their expertise in a particular area. They choose one project from Critical Analysis, Design, Performance, Script-writing or Video Drama</p>			
MAIN TOPICS COVERED			
YEAR 11 COURSE		YEAR 12 COURSE	
Improvisation, Play building, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles		Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project	
COURSE REQUIREMENTS:			
<p>The Year 11 course informs learning in the Year 12 course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the Year 12 course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other Year 12 course when choosing Individual Projects.</p>			

MUSIC 1		Board Developed Course
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Music 2
Special Requirements: NIL		Course Contribution: \$50.00/year
Time Rating: 2		Difficulty Rating: 2
Target Audience:	Students who are interested in developing their ability to play an instrument and improve their knowledge of various types of music.	
<p>COURSE DESCRIPTION</p> <p>Stage 6 Music allows students to explore their own musical interests; instruments, styles and focuses (performing, composing and/or musicology) at a deep and meaningful level. The topics covered allow for diversity and inclusivity and are adjustable according to the individual student's needs.</p> <p>Students are not required to be expert instrumentalists however students will need to practice their instruments and listening skills in order to be successful in this course. Stage 6 music focuses on self-direction and studying music solidifies important real-world skills such as teamwork, negotiation, listening and multitasking.</p> <p>Assumed knowledge for stage 6 is completion of stage 4 (year 7 and 8) music.</p>		
<p>MAIN TOPICS COVERED</p> <p>Students choose three topics in each year of the course. Within each chosen topic there are performance, composition, musicology, and aural assessment components.</p> <ul style="list-style-type: none"> • An Instrument and its repertoire • Baroque Music • Medieval music • Music and religion • Music for Large Ensembles • Music for Small Ensembles • Music of a culture (preliminary) • Music of the 18th Century • Music of the 20th and 21st Centuries • Renaissance music • Technology and its influence on music • Australian Music • Jazz • Methods of notating music • Music and the related arts • Music for Radio, Television, and multimedia • Music in Education • Music of a culture (HSC) • Music of the 19th Century • Popular Music • Rock Music • Theatre Music 		
<p>COURSE REQUIREMENTS:</p> <p>Year 12 course</p> <p>In Year 12, students choose 3 electives (any combination of performance, composition and musicology) in which to specialise.</p>		

PHOTOGRAPHY, VIDEO & DIGITAL IMAGING		Board Endorsed Course
2 Units for each of Year 11 and Year 12 Content Endorsed Course		Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
Special Requirements: Nil		Course Contribution: \$50.00/year
Time Rating: 1.5		Difficulty Rating: 1.5
Target Audience:	This course is designed for students who have a strong interest in working with technology to produce, edit and refine digital images. Students may be seeking future employment in Graphic Design, Digital Imaging, Photography and Video Production.	
Course Description		
<p>Photography offers students the opportunity to explore contemporary artistic practices that make use of photography, video, and digital imaging. These fields of artistic practice can reflect students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world.</p> <p>Photography, Video and Digital Imaging offers opportunities for students to investigate the influences of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate ways in which these fields of practice have adapted and evolved over the 21st century. Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photographic and/or video and/or digital imaging.</p>		
MAIN TOPICS COVERED		
<p>Modules will cover the three broad fields of:</p> <ul style="list-style-type: none"> • Video • Digital Imaging • Photography 		
COURSE REQUIREMENTS:		
Students are required to keep a visual diary throughout the course.		

VISUAL DESIGN		Board Endorsed Course
2 Units for each of Year 11 and Year 12 Board Endorsed Course		Exclusions: Projects developed for assessment in one subject cannot be used for assessment in another.
Special Requirements: Nil		Course Contribution: \$50.00/year
Time Rating: 1.5		Difficulty Rating: 1.5
Target Audience:	This course is designed for students with a strong interest in the field of design. A passion for the design process in areas of Graphic Design, Printmaking and Product Design.	
Course Description		
<p>The Visual Design course enables students to explore the practices of:</p> <ul style="list-style-type: none"> • Graphic Design (incorporating lay out skills, digital photography, and computer imaging) • Printmaking Illustration, Cartooning • Ceramics (functional pieces and sculptures) Industrial design • Product Design (packaging, furniture, industrial) • Wearable Design (Clothing and Image, Jewellery and Accessories, Textiles) • Interior/Exterior Design (Structure and environments, Stage Sets, Interiors) <p>The Visual Design course enables students to:</p> <ul style="list-style-type: none"> • Study the ways images and objects are created, interpreted, valued, and used in our society • Develop skills required to design and make works • Know the practices used by designers and the career options available in these fields. 		
MAIN TOPICS COVERED		
<ul style="list-style-type: none"> • Graphic Design • Printmaking Illustration • Wearable Design • Product Design • Interior/Exterior Design 		
COURSE REQUIREMENTS:		
Students are required to keep a visual diary.		

VISUAL ARTS		Board Developed Course	
2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Projects developed for assessment in one subject cannot be used for assessment in another	
Special Requirements: NIL		Course Contribution: \$50.00/year	
Time Rating: 2		Difficulty Rating: 2.5	
Target Audience:	Students must have a strong passion and interest in an area of Art making.		
COURSE DESCRIPTION			
Visual Arts is a subject that is both contemporary and relevant which encompasses the areas of art, craft and design. The subject is theoretically and practically designed to engage students in the Visual Arts and places a high regard on how students develop an informed point of view and encourages tolerance, diversity and empathy. Visual Arts values how students engage in intelligent and adaptive performance, building their own skills and abilities in the production of artworks and the study of developing deep understandings of selected artists.			
MAIN TOPICS COVERED			
YEAR 11 COURSE		YEAR 12 COURSE	
<ul style="list-style-type: none"> • Artworks in at least 2 forms and use of a Visual Arts diary • A broad investigation of ideas in art criticism and art history 		<ul style="list-style-type: none"> • Development of a 'Body of Work' and use of a process diary • A minimum of 5 Case Studies (4-10 hours each) • Deeper and more complex investigations of ideas in art criticism and art history 	
COURSE REQUIREMENTS:			
Visual Arts Diary, Art Theory Folder			

VOCATIONAL EDUCATION & TRAINING (VET)

Murray High School offers two VET courses.

COURSE	
Construction	Certificate II in Construction Pathways
Cookery	Certificate II in Cookery

Information for Students Undertaking School Delivered VET Courses

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

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

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

Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Previously, students could only count a maximum of 2 units from Category B courses towards their ATAR calculation. Starting from the 2025 HSC, the Universities Admission Centre (UAC) will remove this limitation. As a result, students will be able to include more courses in their ATAR calculation.

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

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

Optional External HSC Examination

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

Assessment Procedures

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

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

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

Student Selection, enrolment and induction procedures

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

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

Fees and charges

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

in the course induction and on the course information sheet.

VET Enrolment

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

Freedom of Information and Privacy

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Work Placement

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

School Based Apprenticeships and Traineeships (SBATs)

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

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

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

www.sbatnsw.info

Unique Student Identifier

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

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

2025 Construction Course Descriptor

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

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

Course: Construction

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

HSC credit – 4 units

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

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$100.00 HSC - \$100.00

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

Refunds

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

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

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

2025 Cookery Course Descriptor

SIT20421 Certificate II in Cookery

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

Course: Hospitality (Cookery)
Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery (<https://training.gov.au/training/details/SIT20421>). You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$150.00 HSC - \$150.00
Add school specific equipment and associated requirements for students eg uniform purchase, White card course.(site specific information)

Refunds

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

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

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

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

**TAFE DELIVERED
VOCATIONAL
EDUCATION & TRAINING
(TVET)**

Externally Delivered VET (EVET)

Externally Delivered Vocational Education and Training (EVET) courses are delivered by TAFE or other VET Providers. EVET allow school students to gain workplace skills and experience to get a head-start on their career.

EVET allows you to:

- gain practical, work-related skills to enhance your future employment opportunities
- complete units that count towards your Higher School Certificate (HSC)
- start or complete a nationally recognised VET qualification while still at school
- when you finish your EVET course, you'll receive a nationally-accredited Certificate qualification or a Statement of Attainment. Most EVET courses articulate into further TAFE, or Private College courses.

EVET courses are offered across a variety of job areas, such as children's services, automotive mechanics, animal studies, human services (nursing), and many more.

Contribution towards Higher School Certificate (HSC) and ATAR

All EVET courses count towards a student's HSC. EVET Industry Curriculum Framework (ICF) courses may contribute to the Australian Tertiary Admissions Rank (ATAR) with students having ability to sit for an optional Higher School Certificate exam. All ICF courses include mandatory work placement of 70 hours over 2 years.

Work placement

Many EVET courses include some time working in the industry area of your course. This is called 'work placement' and it gives students the chance to learn new skills and apply the skills they have already learnt as part of their course.

Work placement helps students to:

- 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.

When applying for an EVET course, students and their parents will need to show that:

- career pathway planning is integral to the student's course selection
- the student understands the commitment required, including:
- the completion of all course requirements, including mandatory work placement
 - regular attendance. Students are responsible for arranging their own travel and meeting the travel costs
 - time-tabling issues which may require students to catch up on class work missed at school.

Applications to undertake an EVET courses occur during Term 3.

Contact the school's VET Coordinator or Careers Adviser for details on what VET courses are available and how to apply.

COURSES OFFERED

NESA Course Name	Delivery Pattern	ATAR Eligible	Location
Animal Studies: Certificate II (58161)	2u x 2yrs (240hrs)	No	National Environmental Centre (Thurgoona)
Automotive: Mechanical Technology (26011)	2u x 2yrs (240hrs)	Yes	Albury
Beauty Services (Make-Up) (43883)	2u x 2yrs (240hrs)	No	Albury
Community Services (58256)	2u x 2yrs (240hrs)	No	Albury
Early Childhood Education and Care (41824)	2u x 2yrs (240hrs)	No	Albury
Electrotechnology (26301)	2u x 2yrs (240hrs)	Yes	Albury
Human Services: Allied Health (27101)	2u x 2yrs (240hrs)	Yes	Albury
Information and Digital Technology: Networking and Hardware (27301)	2u x 2yrs (240hrs)	Yes	Albury
Plumbing - Introduction (52205)	2u x 2yrs (240hrs)	No	Albury

Please check NSW TAFE for course descriptions

School-Based Apprenticeships or Traineeships:

Enjoy the benefits of part-time work and training as part of your HSC.

What is a school-based traineeship?

School based traineeships are available to all Year 10, 11 and 12 students in NSW. The student can begin their SBAT in Year 10 or 11. They allow students to complete a traineeship while at school, combining paid work and training to obtain an industry recognised national qualification and credit towards the HSC. Traineeships undertaken as Board Developed Courses may be used to count towards the ATAR.

How is a traineeship organised?

Once a student and an employer identify they would like to enter into a traineeship agreement, the student should speak to their school careers advisor who will commence the process on their behalf. School based traineeships are established and protected in the same way as a fulltime traineeship. The parties to the traineeship (that is, the employer and the trainee/parent or guardian) sign a training contract. The training contract sets out the responsibilities and obligations of each party. The training contract is prepared and lodged with State Training Services by the chosen Australian Apprenticeship Centre.

How long does it take to complete?

A school-based traineeship is undertaken over two years with completion of the formal training by the end of Term 3 of the HSC year. Trainees are released from school one day per week to undertake the on the job training component. As 100 days (for most courses) of on the job training are required to successfully complete a traineeship, additional days during holiday breaks or on weekends will need to be undertaken. All on the job days are negotiated between the stakeholders at the time of signing the training plan. Formal training is delivered via hard copy workbooks.

The training plan

A training plan will be developed outlining the units of competency to be undertaken over the duration of the traineeship. Units are taken from the NSW Education Standards Authority syllabus and electives are selected to reflect the needs of the employer and student. Every trainee has an individual training plan. The plan also includes a proposed pattern of the on the job and off the job components. Once the plan has been developed in line with NSW Education Standards Authority requirements, a sign-up meeting will be organised for all stakeholders – student, parent/guardian, school, Riverina Institute trainer or their representative, employer and apprenticeship centre.

To find out more and view the variety of apprenticeships/traineeships available, check out the website: <http://www.sbatinnsw.info/>

Further information is available from your school careers advisor or you can contact your local School Engagement Officer through your TAFE campus.

HSC CHECKLIST

HSC Requirements

At least six units of Board Developed courses

At least two units of a Board Developed courses in English

At least three courses of two unit value or greater

At least four subjects

At least 12 units of study for the Preliminary course

At least 10 units of study for the HSC course

HSC minimum standard in Reading, Numeracy and Writing

All My Own Work

ATAR Requirements

HSC requirements above which include:

At least 10 units of Board Developed Courses which have an external exam, including 2 units of English

STAFF DIRECTORY

These people can help you make decisions. Find out more about the subjects you wish to do from the personnel listed below.

HEAD TEACHERS can give advice on individual subjects and whether they might suit you.

<p>English – Ms Montgomery English Advanced English Extension 1 (1U) English Extension 2 (Year 12 only) (1U) English Standard English Studies Ancient History Modern History History Extension (Year 12 only) (1U)</p>	<p>Mathematics – Mr Brownlaw Mathematics Advanced Mathematics Extension 1 (1U) Mathematics Extension 2 (Year 12 only) (1U) Mathematics Standard 1 & 2 Mathematics Numeracy</p>		
<p>Science – Mr Robins/Mr Obbink Agriculture Biology Chemistry Earth and Environmental Science Investigating Science Physics Science Extension (Year 12 only) (1U)</p>	<p>Humanities – Ms Valeri Aboriginal Studies Business Studies Economics Geography Legal Studies Society and Culture Chinese Beginners Italian Beginners Studies of Religion I Studies of Religion II Work Studies</p>		
<p>Personal Development, Health & Physical Education – Mr Foscett Exploring Early Childhood Community & Family Studies Sport Lifestyle and Recreation Health & Movement Science</p>	<p>CAPA – Ms Waugh Drama Music 1 Photography, Video & Digital Imaging Visual Arts Visual Design</p>		
<p>Technological & Applied Studies – Mr Hawkesworth/Mrs Beattie</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Food Technology Textile & Design Cookery-Certificate II in Cookery (VET) Construction-Certificate II in Construction Pathways (VET) </td> <td style="width: 50%; vertical-align: top;"> Industrial Technology-Timber & Metal Design & Technology Computing Applications Software Engineering </td> </tr> </table>		Food Technology Textile & Design Cookery-Certificate II in Cookery (VET) Construction-Certificate II in Construction Pathways (VET)	Industrial Technology-Timber & Metal Design & Technology Computing Applications Software Engineering
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<p>Careers Advisor-Mr Stead The Careers Advisor can provide you with information or requirements for entry to Tertiary institutions, TAFE and employment pathways.</p>	<p>TAFE/VET – Mr Hawkesworth/Mrs Beattie Mr Hawkesworth/Mrs Beattie can answer any questions about the TAFE Delivered VET Courses and school delivered VET courses.</p>		
<p>Student Advisor Your Student Advisor can point you in the right direction and will keep a record of subjects and progress.</p>	<p>Counsellor/Student Support Officers The Counsellor and Student Support Officers can help with stress management or other problems which may arise at home or at school.</p>		