



**St Columba**  
Anglican School

**YEARS 11 AND 12 (STAGE 6)  
CURRICULUM HANDBOOK  
2027**

# CONTENTS

<b>FROM THE HEAD OF SCHOOL</b>	<b>2</b>
<b>THE HIGHER SCHOOL CERTIFICATE</b>	<b>3</b>
General Information	3
What types of courses can I select?	3
Time Allocation	4
What are Units?	4
Stage 6 Elective Choices	5
Pattern of Study	5
Senior Studies and the Higher School Certificate	6
Subject Changes	6
Assessment	8
Matriculation and the Australian Tertiary Admission Rank (ATAR)	9
Who gets an ATAR?	9
Assessment and Reporting	9
Pathways	10
Scaling and Course Selection	10
External VET Courses Through Private RTOs and TAFE	11
<b>ENGLISH KEY LEARNING AREA</b>	<b>12</b>
<b>MATHEMATICS KEY LEARNING AREA</b>	<b>18</b>
<b>SCIENCE KEY LEARNING AREA</b>	<b>22</b>
<b>HUMAN SOCIETY AND ITS ENVIRONMENT KEY LEARNING AREA</b>	<b>27</b>
<b>LANGUAGES KEY LEARNING AREA</b>	<b>36</b>
<b>PERFORMING ARTS KEY LEARNING AREA</b>	<b>38</b>
<b>DESIGN, ART AND TECHNOLOGY KEY LEARNING AREA</b>	<b>42</b>
<b>PD, HEALTH &amp; PE KEY LEARNING AREA</b>	<b>48</b>
<b>VOCATIONAL EDUCATION AND TRAINING</b>	<b>50</b>
What is Vocational Education and Training?	50
Work Placement Requirements	50
Assessment	50
<b>HOMEWORK AND REVISION</b>	<b>58</b>
<b>A FINAL WORD ON ASSESSMENT</b>	<b>59</b>

## FROM THE HEAD OF SCHOOL

The St Columba Anglican School secondary curriculum is divided into three stages: Years 7 and 8 (Stage 4), Years 9 and 10 (Stage 5) and Years 11 and 12 (Stage 6). The School aims to cater for a diversity of student interests and needs. As students progress through Years 7 to 12, a greater degree of choice is introduced. This enables students to develop patterns of study that are appropriate to their interests, abilities, career ambitions and future needs. The School's curriculum offerings are judged to include subjects that are most suited to students who wish to proceed to tertiary studies. The inclusion of elective subjects depends on demand, although every effort will be made to provide students with their chosen range of electives.

Subject selection for the Year 11 and 12 in particular requires considerable thought and discussion. Communication between all concerned parties (students, parents and the school) is vital. This booklet is designed to assist students and their parents in the selection process by describing the requirements for the Preliminary and Higher School Certificate programs. It also outlines some of the essential features of senior study at this School, including NSW Education Standards Authority (NESA) expectations and assessment requirements and, in particular, a detailed description of each course offered by the School.

The Head of School and Director of Teaching and Learning are available to provide advice on both academic and pastoral issues and can provide appropriate information to assist students in making effective decisions and monitor their progress. The Year Patron is also available for consultation regarding elective decisions and tertiary entrance.

NESA mandates English as the only compulsory subject in Years 11 and 12. Additional subjects are chosen from the remaining list offered by the School. The pattern of subjects must follow NESA regulations:

Satisfactory completion of a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following: at least 6 units from NESA Developed Courses including at least 2 units of a NESA Developed Course in English; at least three courses of 2 units value or greater; and; at least four subjects (for example, English, Mathematics, Sciences, Languages).

- At most 7 units of courses in Science can contribute to Higher School Certificate eligibility.
- The Australian Tertiary Admission Rank (ATAR) will be calculated using each student's ten best units, including a minimum of two units of English.

The School recommends that students consider undertaking a broad selection of studies, without over-emphasis of one particular Key Learning Area. Students who wish to specialise in three or more subjects from the one KLA should seek advice from school staff. Likewise, students should consider the implications of taking more than two courses that have major works or performances as key assessment components. Students considering more than two such courses should seek advice about their planning and time management skills before committing to this pattern of study.

Use this booklet wisely to help decide which of the courses offered for study in Year 11 and 12 are best suited to your interests, abilities and career aspirations. Keep an eye on prerequisites and assumed knowledge for tertiary courses. Reflect on your interests and abilities. Choose subjects that build on your strengths and extend your interests. Seek advice from your teachers and parents. The key to suitable subject selection is frank and objective communication.

**Mr Paul Rikmanis**  
**Head of Secondary School**

# THE HIGHER SCHOOL CERTIFICATE

## General Information

The pattern of study that you select for the Higher School Certificate should depend on your interests and abilities. Your choice should be realistic, and based on the information and advice of teachers, parents and counsellors who specialise in this field. The decisions you make will be ultimately your responsibility.

Therefore, you are encouraged to check all advice you are given.

This Curriculum Handbook presents a synopsis of all the courses we hope to offer at St Columba Anglican School. However, there can be no guarantee that all of these courses will actually operate. Less popular subjects are obviously likely to be excluded.

Whilst opportunities for changing subject choices in Year 11 do exist, it is important to realise that it is the initial choice of subjects by students which determine whether some subjects will operate at all, whether a subject may be offered on more than one line, and the line placement of subject combinations.

Therefore, ill-considered subject choices result in an overall subject selection pattern for candidates that may jeopardise opportunities for changing into another course during Year 11.

In establishing the subject selection lines for Year 11, every effort is made to satisfy the majority of subject preferences for all candidates, but no school can provide a guarantee that all possible combinations will be achieved. Unusual subject combinations will obviously exclude some students from a course they may wish to study.

Please examine the information which follows very carefully.

## What types of courses can I select?

There are different types of courses that you can select in Years 11 and 12:

### NESA Board Developed Courses

These courses are developed by the NSW Education Standards Authority (NESA). There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses).

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

The VET courses offered at St Columba are Board Developed Courses. VET courses contribute towards your HSC and the Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Our Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR.

HSC courses are classified as either Category A or Category B by the University Admissions Centre (UAC) based on perceived academic rigour. VET courses are classified as Category B. Only 2 units of Category B courses can be included in your ATAR calculation.

## NESA Endorsed Courses

There are two main types of NESA Endorsed Courses—Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the NESA Developed Courses. Some HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.
- Schools may also design special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some NESA Endorsed Courses are one-year courses. There is no external examination for any Content Endorsed Course or School Designed Course, but all NESA Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement.

An un-moderated assessment mark from the school is recorded on the Year 12 Record of Achievement.

## Time Allocation

In Years 11 and 12, 2 Unit courses are each 120 indicative hours long. Extension courses, whether 1 or 2 require a further 60 hours of study.

## What are Units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are of 2 units value.

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

$$\begin{aligned} 2 \text{ units} &= 4 \text{ hours per week (120 hours per year)} \\ &= 100 \text{ marks} \end{aligned}$$

The following is a guideline to help you understand the pattern of courses:

**2 Unit Course:** This is the basic structure for all courses. It has a value of 100 marks.

**Extension Courses:** Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. These courses require students to work beyond the standard of the 2 unit course. Extension courses are available in English, Mathematics, Science, History, Music, some Languages and VET.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension course in these subjects before proceeding to the two HSC Extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course. HSC Extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

**1 Unit Courses:** 1 unit equals approximately 2 hours of class time each week or 60 hours per year. Studies of Religion can be undertaken as either a 1 Unit or a 2 Unit course.

Content Endorsed Courses do not count in the calculation of your ATAR.

## Stage 6 Elective Choices

### English

### Mathematics

### Sciences:

Biology

Chemistry

Physics

Earth and Environmental Science

Extension Science (Year 12)

### Human Society and its Environment:

Ancient History

Modern History

HSC History Extension

Business Studies

Economics

Geography

Legal Studies

Society and Culture

Studies of Religion I and II

### Languages:

French (Beginners)

French (Continuers)

### Design, Art and Technology:

Design and Technology

Software Engineering

Textiles and Design

Visual Arts

Engineering Studies

Industrial Technology: Multimedia

### Performing Arts:

Dance

Drama

Music 1

Music 2

HSC Music Extension

### PD, Health and PE:

Community and Family Studies

Health and Movement Science

### Vocational Education and Training (VET) Courses:

Entertainment Industry

Hospitality

Construction

Christian Ministry and Theology (Veta Morphus)

## Pattern of Study

To meet the requirements for the Higher School Certificate, your pattern of study for the Preliminary Year must include a total of 12 units of Preliminary Courses.

This may reduce to 10 units in Year 12, however, the School recommends that a pattern of at least 11 units is maintained for the Higher School Certificate to provide a buffer for contingencies.

## Senior Studies and the Higher School Certificate

Many students often find the transition from their studies in Year 10, to the courses they have selected in Year 11, a very difficult one. Senior Study places more emphasis on the responsibility of the student to take charge of their own learning. The onus for academic achievement rests with the student.

Therefore, Year 11 should be a year of evaluating one's management of the academic demands of senior work. You will ultimately make decisions about your performance in subjects prior to modifying your pattern of study for Year 12 if you feel this is necessary.

To be awarded the Higher School Certificate a student must:

1. Satisfactorily complete a minimum of 12 Units in Year 11 (Preliminary Course) and at least 10 Units in Year 12 (HSC Course). Please note that students at St Columba Anglican School will be expected to complete a minimum of 11 units.
2. Apply themselves with diligence and sustained effort to the set tasks and experiences provided within a course of study;
3. Progress towards the achievement of Course Outcomes;
4. Complete more than 50% of the Assessment Tasks for each course; and
5. Follow the pattern of study guidelines determined by NESA. (Students who do not comply with the guidelines for the pattern of study may receive a Result Notice instead of the Higher School Certificate. Such students will not be eligible for a University Admission Index.)

## Subject Changes

All changes to subjects at St Columba Anglican School, including the election of Extension subjects in Year 12, must be submitted to the Manager of School Operations using the appropriate Change of Subject form.

Subject changes become effective after parental consent and final approval by the Manager of School Operations.

Some restrictions obviously apply to the alteration of a student's pattern of study and NESA provides the following guidelines:

1. Principals may approve a change of subject for Preliminary Courses **up to the end of Term 1, Year 11**, provided the Principal is satisfied that students can satisfactorily complete the new course before commencing study of the HSC Course.

***No changes of subjects in the HSC Courses will be permitted unless exceptional circumstances require otherwise.***

2. A change of course within a subject is only allowed when the Principal is satisfied that the overlap in content and teaching methodology within their school allows a smooth transition. The Principal must be satisfied that students can meet assessment requirements and course outcomes in the time remaining to study the course. Generally, such changes would occur only in the first semester of the Preliminary Year. Examples of course changes include, for example:

*English Standard to English Advanced*

*Music 1 to Music 2 and Extension*

*Mathematics Advanced to Mathematics Standard*

3. The Principal can approve entrance into an extension component of a course during Term 4 of the Preliminary Year. Likewise, students undertaking extension courses can drop this course up until the

submission of final assessments to NESAs in the HSC Year, provided that the student has a minimum of 10 units.

## Assessment

The purpose of assessment in the Higher School Certificate years is to assist student learning and to evaluate and improve teaching and learning programs. The end product of this process provides information on student learning against syllabus outcomes.

Schools are required to provide an assessment mark of student achievement for each NESA Developed Course presented by a candidate seeking the award of an HSC.

This assessment and the external examination mark will be reported separately on the Higher School Certificate.

The assessment of NESA Developed Courses is intended to provide an indication of a student's attainment of a wider range of syllabus objectives than is measured by the HSC examination alone, though it must cover all the objectives measured by the examination. The assessment allows due weight to be given during a course to student achievement which, although evident to the class teacher, may not be adequately assessed in an external examination alone.

At St Columba Anglican School, a comprehensive guide to Assessment Procedures, including the number of tasks per subject, the components to be assessed within each subject, the relative weighting of tasks, the approximate date for tasks to be completed, marking scales, the criteria for appeals and penalties for malpractice, will be distributed to students at the following times:

- Year 11 Term 1 for the Preliminary Course
- Year 11 Term 4 for the HSC Course

The determination of the various tasks, such as tests, assignments, projects on which the assessments are based, and the marks to be allocated to each task, is the responsibility of the school and the Learning Area teaching staff.

- Official Assessment for the Higher School Certificate begins with the commencement of Year 12 work at St Columba Anglican School, i.e. Term 4 of the Year 11 calendar year.
- Students **MUST** undertake all tasks.
- Students are entitled to feedback on an Assessment Task in terms of an individual mark; a ranking within the group; a verbal or written comment. Additional feedback will be provided via marking scales and teacher comments.
- In accordance with NESA policy, no student will be told their final Assessment Mark in any subject.

Every effort will be made to balance the Assessment program for each student over the Assessment period so that students are not inundated with an unreasonable number of tasks in any single week or on any specific day.

However, it must be realised that overlap will be unavoidable where long-term "hand-in" tasks and Extension Course tasks coincide with in-class tests. To some extent problems of assessment overload can be avoided with careful planning ahead by the student and the cumulative preparation of assignment/research tasks rather than "last minute – late night" efforts.

## Matriculation and the Australian Tertiary Admission Rank (ATAR)

The selection of courses offered at St Columba Anglican School and the pattern of study dictated by NESA encourages all students to acquire results in at least ten units of NESA Developed subjects. Students at St Columba Anglican School are encouraged to complete at least 11 units in their Higher School Certificate.

Results in ten units qualify students for an Australian Tertiary Admission Rank and potential eligibility for acceptance into a University of their choice.

Students seeking admission to a specific institution must first matriculate to the institution and then gain selection to a particular course on an aggregate (total) of marks comprising their **best ten units** from NESA Developed subjects. These marks will then be scaled according to the procedures developed by the Technical Committee of Scaling.

Places in tertiary courses are allocated on the basis of the Australian Tertiary Admission Rank (ATAR). The ATAR is a scale between 0 and 99.95 which indicates your placing in the State, relative to all other candidates for the HSC.

Put simply, if you receive an Index of 73.00, it means that you achieved an overall result equal to, or better than 73% of the candidates in your cohort year. Therefore, applicants for any University (Tertiary) course are ranked in order of results and counted down from top to bottom until the quota is met.

In addition, some courses have prerequisites and assumed knowledge. It is important that all students familiarise themselves with prerequisites and assumed knowledge by reading the appropriate UAC University Entrance Handbook.

The ATAR cut-offs for University offers in NSW are available online.

Some University courses and some University subjects require students to achieve a prescribed standard in a specified NSW HSC (or equivalent) subject(s) before an offer of a place will be made, or the student is allowed to enrol in those University subjects.

### ***Students must determine course/subject prerequisites for Tertiary Institutions at the time of subject selection.***

However, if in doubt, please consult the Head of the Secondary School, or speak directly to the Universities Admission Centre (NSW and ACT).

## Who gets an ATAR?

Every candidate for the HSC will receive an ATAR Advice Notice. However, not all ATAR Advice Notices will show an ATAR. These include:

- Candidates who achieve ranks between 0.00 and 30.00 will have their ranks presented as “30 or below”.
- Candidates who do not present 8 Units in NESA Developed Courses and/or do not attempt English will be shown as “Not Eligible for ATAR”.
- Candidates who make a formal application to be excluded from an ATAR Advice Notice, even though they may have sufficient units to qualify.

## Assessment and Reporting

The HSC reports will provide a description of your achievements. School-based Assessment Tasks will contribute 50% of your HSC mark. Your school assessment mark is based on your performance in Assessment Tasks you have undertaken during the course. The other 50% will come from the HSC Examination.

Your HSC mark for 2 Unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50.

There will be five Performance Bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The Band from 90–100 will correspond to the highest level of achievement.

On satisfactory completion of your HSC you will receive a portfolio containing:

- **The HSC Testamur:** The official certificate confirming your achievement of all requirements for the award.
- **The Record of Achievement:** This document lists the courses you have studied and reports the marks and bands you have achieved.

## Pathways

The opportunity exists to **accumulate** their Higher School Certificate over a period of up to five years, **with the additional** advantage that they can **repeat subjects** with the aim of improving their final result.

Whilst the majority of students at St Columba Anglican School will continue to complete their HSC in two calendar years, the options available to students are outlined below for those who may choose to take advantage of the new Pathways for attaining a Higher School Certificate.

The Pathways option is based on the following principles:

1. Courses will be structured into Preliminary and HSC components.
2. The HSC examination and Assessment program is based on the HSC course component.
3. Students must still meet NESAs requirements for both the Preliminary and HSC courses:

*2 Units of English*

*12 Units in the Preliminary Year*

*10 Units in the HSC Course*

*10 Units of NESAs Developed Courses for an ATAR (8 Units for a reduced ATAR)*

4. Students may accumulate the HSC over five examination years (not including Preliminary Course).
5. Students can repeat individual courses, but where a student repeats units of work only the **last attempt** will be used in calculating the ATAR.
6. Provision exists for **credit transfer** of subjects between TAFE and HSC courses.
7. Provision exists for acceleration.
8. Records of Achievement will be awarded at the end of Year 11 and Year 12.

## Scaling and Course Selection

Students and parents often ask for advice as to which courses students should select to obtain the best results. In asking this question many people believe that there are certain courses which are “scaled up” and that by studying these courses they will automatically receive bonus marks.

## However, it is possible to score good marks in any subject.

Whether a subject will be scaled up or down can only be determined by the performance of the candidates in that subject for that specific year. Obviously, if many able candidates attempt a subject, it is likely that the standard of results for that subject that year will warrant a favourable comparison of that subject against other subjects with less able candidates.

However, the scaling procedure will not favour all candidates in that subject, especially those who earn a mark below the mean. Therefore, an able student who selected Physics instead of, say, Design and Technology simply because Physics was scaled more favourably, may find the 56 marks they earned for Physics will not reward them as much as the potential above-average 80 they could have earned in Design and Technology.

Please observe this general rule:

*Students should not attempt to select courses below or above their ability in order to maximise their marks on notions that a particular subject will be scaled advantageously. Genuine interest and relevance to future needs should be considered as the highest priorities when selecting subjects to study for the HSC.*

## External VET Courses Through Private RTOs and TAFE

External VET funding may be available for students in Stage 6 attending TAFE, or private RTOs for VET courses. The School will submit a funding application early in the year.

### Criteria for funding:

Funding may be available for students in Stage 6:

- who are enrolled with NESAs
- who are Australian citizens or permanent residents
- for one VET course that is not the same or equivalent of one run at SCAS

### Courses funded must:

- be at Certificate II level or above (including Statements of Attainment towards Certificate II and above).
- lead to a recognised career pathway
- contribute towards the HSC
- be either VET Curriculum Frameworks or VET NESAs Endorsed Courses. A list of these courses is available on the NESAs website (<http://bit.ly/1FkQYn9>)

### Indigenous students

Indigenous students will be fully funded for VET courses delivered at private RTO or TAFE.

### Students with additional learning support needs

Students who live or work in NSW with a disability or those who are the current dependent child of a recipient of a Disability Support Pension are exempt from paying the TAFE Smart and Skilled student fee. For further clarification on funding related to additional learning support needs please see the VET Coordinator or Director of Teaching and Learning.

# ENGLISH KEY LEARNING AREA

## Course: Preliminary English Standard and HSC English Standard

2 units for each of Preliminary and Higher School Certificate NESA Developed Course	<b>Exclusions:</b> English (Advanced); English (ESL); English (Extension)
--	--

**Course Description**

The English Standard 11–12 Syllabus supports students with diverse literacy skills, helping them analyse, study, and enjoy a wide range of texts to become confident and effective communicators.

Students engage with literature from the past and present, including Australian and global texts, exploring language in various academic, social, cultural, historical, and workplace contexts. They study, analyse, and compose texts to broaden their perspectives, assess information, and evaluate representations. Through this, they develop an appreciation for the imaginative and emotional aspects of texts and their role in shaping opinions and perspectives.

The syllabus encourages flexible and critical thinking, fostering an understanding of Australia's diverse cultural heritage. Students enhance their literacy and independent learning skills, preparing them for further education, work, and life beyond school.

**Main Topics Covered in Year 11**

- Reading to Write: Transition to Senior English
- Contemporary Possibilities
- Close Study of Literature

There are no prescribed texts for Year 11.

Students are required to study ONE complex multimodal or digital text in Contemporary possibilities. This may include the study of film.

Students are required to study ONE substantial literary print text in Close study of literature, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of ONE poet.

Across Stage 6, the selection of texts must give students experience of:

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts with a range of social, cultural and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

### Main Topics Covered in Year 12

- Common module: Texts and Human Experiences
- Language, Identity and Culture
- Close Study of Literature
- The Craft of Writing

For the **English Standard Year 12** course, students are required to complete either the Year 11 English Standard or Advanced course as a prerequisite.

Students are required to closely study **three types of prescribed texts**, one drawn from each of the following categories:

- prose fiction
- poetry **OR** drama
- film **OR** media **OR** nonfiction

## Course: Preliminary English Advanced and HSC English Advanced

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

**Exclusions:** English (Standard);  
Fundamentals of English; English (ESL)

### Course Description

The English Advanced 11–12 Syllabus is designed for students with a strong interest and ability in English, enriching their academic, personal, and vocational lives. They critically and creatively engage with diverse literary texts from various cultures, contexts, and time periods, including Australian literature.

Students refine their language skills, expressing ideas in nuanced and complex ways while deepening their understanding of how language, texts, context, and meaning interact. They enhance their ability to research, evaluate, and synthesise information from multiple sources for different purposes.

By exploring and responding to challenging texts, students analyse how language creates artistic expression and how texts reflect, challenge, or extend conventions. They evaluate how meaning is constructed and conveyed.

The course fosters independent, collaborative, and reflective learning, preparing students for further study, work, and lifelong learning in an evolving world.

### Main Topics Covered in Year 11

- Reading to Write: Transition to Senior English
- Narratives that Shape our World
- Critical Study of Literature

There are no prescribed texts for Year 11. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

Across Stage 6, the selection of texts must give students experience of:

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- texts with a range of social, cultural and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

### Main Topics Covered in Year 12

- Common module: Texts and Human Experiences
- Textual Conversations
- Critical Study of Literature
- The Craft of Writing

For the **English Advanced Year 12** course, students are required to complete the Year 11 course as a prerequisite.

Students are required to closely study **four prescribed texts**, one drawn from each of the following categories:

- Shakespearean drama
- prose fiction
- poetry **OR** drama

The remaining text may be film, media or nonfiction text **or** may be selected from one of the categories above.

## Course: Preliminary English Extension and HSC English Extension 1

### Course Description

The English Extension 1 course deepens students' understanding of the relationships between texts, values, authors, readers and contexts. In Year 11, students explore the appropriation and transformation of a key text from the past across a range of contexts and media, developing skills in critical analysis, independent inquiry and imaginative composition through the study of Texts, Culture and Value. They also complete a Related Research Project that encourages original thinking and supports creative and analytical responses to texts.

In Year 12, students critically and creatively engage with the concept of Literary Worlds — diverse, imaginative constructions of people, places and ideas. They evaluate how textual form and language shape meaning across different contexts, experiment with sophisticated composition techniques, and develop informed personal interpretations through the close study of prescribed and related texts.

**N.B.** *English Extension students must also study the English Advanced course, not the English Standard course.*

### Main Topics Covered in Year 11

- Texts, Culture and Value
- Related Research Project (This project may be undertaken concurrently with the module)

Teachers prescribe ONE text from the past and its manifestations in one or more recent contexts.

Students select ONE text and its manifestations in one or more recent contexts. They research a range of texts as part of their Related research project.

### Across Stage 6, the selection of texts should give students experience of:

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts that includes prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

### Main Topics Covered in Year 12

- Mandatory common module: Literary Worlds
- Elective 2: Worlds of Upheaval

For the **English Extension 1 Year 12** course, students are required to complete the Year 11 course as a prerequisite and maintain their study of English Advanced.

The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts. Students are required to study at least TWO related texts.

## Course: HSC English Extension 2

### Course Description

In English Extension 2 students undertake independent investigations to develop a sustained composition and document this process in their Major Work Journal and Reflection Statement.

### Main Topics Covered in Year 12

- The Composition Process
- Major Work
- Reflection Statement
- The Major Work Journal

For the **English Extension 2 Year 12** course, students are required to complete the Year 11 English Extension course as a prerequisite, and undertake English Extension 1 in Year 12.

Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition

# MATHEMATICS KEY LEARNING AREA

## Course: Mathematics Standard

2 units for each of Preliminary and Higher School Certificate

NESA Developed Course

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core of the Standard Mathematics course in Stage 5 studies.

**Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Standard Mathematics.

### Course Description

Standard Mathematics focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Area of Study	Preliminary Course	HSC Course
<b>Algebra</b>	Formulae and Equations Linear Relationships	Algebraic Relationships
<b>Financial Mathematics</b>	Earning Money Managing Money	Investments and Loans Annuities
<b>Measurement</b>	Applications of Measurement Time and Location	Trigonometry Ratio and Rates
<b>Networks</b>	Networks, Paths and Trees	Network Flow Critical Path Analysis
<b>Statistics</b>	Data Analysis	Bivariate Data Analysis Relative Frequency & Probability Normal Distribution

**Please Note:** The examination will be based on the Mathematics Standard 2 Year 12 course and will focus on the Year 12 outcomes. The Mathematics Standard Year 11 course is assumed knowledge for this examination and may be examined.

## Course: Mathematics Advanced

2 units for each of Preliminary and HSC

NESA Developed Course

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core Mathematics course in Stage 5, with a solid grounding in Algebra.

**Exclusions:** Standard Mathematics

### Course Description

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce.

The course is a basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the life sciences, commerce or teaching. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

### Main Topics Covered

#### Preliminary Course

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

#### HSC Course

- Functions
- Calculus
- Sequences and Series
- Statistical Analysis
- Financial Mathematics

**Please Note:** The examination will be based on the Mathematics Advanced Year 12 course and will focus on the Year 12 outcomes. The Mathematics Advanced Year 11 course is assumed knowledge for this examination and may be examined.

## Course: Mathematics Extension 1

1 unit in each of Preliminary (*Preliminary Mathematics Extension*) and HSC

NESA Developed Course

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the Mathematics course in Stage 5 studies, along with demonstrated strengths in Algebra.

**Exclusions:** Standard Mathematics

### Course Description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce.

The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

### Main Topics Covered

#### Preliminary Course

- Functions
- Trigonometric Functions
- Combinatorics

#### HSC Course

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

**Please Note:** The examination will be based on the Mathematics Extension 1 Year 12 course and will focus on the Year 12 outcomes. The Mathematics Advanced course and the Mathematics Extension 1 Year 11 course will be assumed knowledge for this examination. The Mathematics Extension 1 Year 11 course may be examined.

## Course: Mathematics Extension 2 HSC Course only

NESA Developed Course

This course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

**Exclusions:** Standard Mathematics

### Course Description

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.

All students studying the Mathematics Extension 2 course will sit for the HSC Mathematics Extension 1 and Mathematics Extension 2 examinations. Students will receive a mark out of 100 for each examination.

### Main Topics Covered

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

**Please Note:** The examination will be based on the Mathematics Extension 2 Year 12 course and will focus on the course outcomes. The Mathematics Advanced and Mathematics Extension 1 courses are assumed knowledge for this examination.

# SCIENCE KEY LEARNING AREA

## Course: Biology

2 units for each of Preliminary and Higher School Certificate

NESA Developed Course

### Course Description

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the variety of life, from molecular to systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills and the use of suitable technologies, the course aims to examine how biological practices are developed and used.

The Preliminary course incorporates the study of the structure, function, biochemistry and coordinated activities of cells; the mechanisms and systems used by living things to obtain, transport and remove substances; biotic and abiotic features of the environment; biodiversity, natural selective pressures, the evolution of life on Earth, human impacts and strategies to reduce adverse effects on biodiversity.

The HSC course builds upon the Preliminary course. It examines reproduction, genetic variation and inheritance; mutations, biotechnology and gene technologies that bring about change; transmission, immune responses and controlling the spread of infectious disease; homeostatic mechanisms, non-infectious disease, epidemiology, prevention strategies and technologies to assist humans with disorders.

### Main Topics Covered

#### Preliminary Course

**Module 1** - Cells as the Basis of Life

**Module 2** - Organisation of Living Things

**Module 3** - Biological Diversity

**Module 4** - Ecosystem Dynamics

#### Depth Studies

\*15 hours in Modules 1–4

#### HSC Course

**Module 5** - Heredity

**Module 6** - Genetic Change

**Module 7** - Infectious Disease

**Module 8** - Non-Infectious Disease and Disorders

#### Depth Studies

\*15 hours in Modules 5–8

### Requirements for Practical Investigations

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of Stage 6 Biology and must occupy a minimum of 35 hours of course time in both Year 11 and Year 12, including time allocated to practical investigations in depth studies. One fieldwork exercise must be completed in Year 11.

## Course: Chemistry

2 units for each of Preliminary and Higher School Certificate

NESA Developed Course

### Course Description

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills, the course aims to examine how chemical theories, models and practices are used and developed. There is a strong mathematical orientation in Stage 6 Chemistry.

The Preliminary course incorporates the study of the structure and compositions of elements, compounds and mixtures; and their reactions. Reaction types are not only classified, but the course looks deeply into why reactions proceed. Trends in the periodic table are analysed and linked to types of bonding present.

The HSC course builds upon the Preliminary course. It emphasises equilibrium reactions: reactions that can be reversed. Factors that affect the equilibrium position are analysed both qualitatively and using calculations. A range of models are introduced as the mechanism of acidic reactions are examined. The HSC course emphasises understanding of the applications of chemistry: the discovery and synthesis of new compounds, the monitoring of the environment, and an understanding of industrial processes, central to human progress and our ability to develop future industries and sustainability.

This course provides the foundation knowledge and skills required to study chemistry after completing school. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

### Main Topics Covered

#### Preliminary Course

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

#### Depth Studies

\*15 hours in Modules 1–4

#### HSC Course

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

#### Depth Studies

\*15 hours in Modules 5–8

### Requirements for Practical Investigations

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Stage 6 course and must occupy a minimum of 35 hours of course time in both Year 11 and Year 12, including time allocated to practical investigations in depth studies.

## Course: Earth and Environmental Science

2 units for each of Preliminary and Higher School Certificate

NESA Developed Course

### Course Description

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills, the course aims to examine how earth and environmental science models and practices are used and developed.

The Preliminary course investigates the geological, physical and chemical features of the Earth, the available geological resources within the Earth and how the Earth formed in geological time; the interplay between the internal and external forces and energy flows that constantly shape the Earth; the unique nature of the Australian continent and human impacts on Australian environments in respect to water and land use practices and through impacts on ecosystems of introduced species.

The HSC course builds upon the Preliminary course. It examines the biosphere in terms of its origins, evolution, and interplay between it and the atmosphere, hydrosphere and the geosphere and evidence for this in the fossil record; natural disasters and their impacts on the biosphere and technologies used in their prediction, monitoring, and prevention; climate science evidence is analysed in relation to the role of humans in climate variation and mitigation strategies in response to climate variation; the sustainable use and management of Australia's resources and waste handling to ensure a healthy Australian environment into the future.

### Main Topics Covered

#### Preliminary Course

**Module 1** - Earth's Resources

**Module 2** - Plate Tectonics

**Module 3** - Energy Transformations

**Module 4** - Human Impacts

#### Depth Studies

\*15 hours in Modules 1–4

#### HSC Course

**Module 5** - Earth's Process

**Module 6** - Hazards

**Module 7** - Climate Science

**Module 8** - Resource Management

#### Depth Studies

\*15 hours in Modules 5–8

### Requirements for Practical Investigations

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Stage 6 Earth and Environmental Science course and must occupy a minimum of 35 hours of course time in both Year 11 and Year 12, including time allocated to practical investigations in depth studies.

Study of Earth and Environmental Science will include fieldwork in local environments for both Preliminary and HSC courses.

## Course: Physics

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

### Course Description

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills to examine physics models and practices and their applications.

The Preliminary course incorporates the study of: the motion of objects; forces, Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy; the transfer of energy by mechanical and electromagnetic waves; heat as a form of energy, how it is transferred and the relationship between energy, work, temperature and matter; electric and magnetic fields, their relationship and the transfer of energy in electric circuits.

The HSC course builds upon the Preliminary course. It examines: the forces acting and energy transformations of motion in two dimensions (projectiles and orbits); the effects of forces acting on charged particles in magnetic fields (including particle accelerators, transformers, motors and generators); the nature of light, from waves to quantum theory and the theory of relativity; the formation of the universe, the life of stars and the structure of matter down to the sub-atomic level.

### Main Topics Covered

#### Preliminary Course

**Module 1** - Kinematics (Movement)

**Module 2** - Dynamics (Forces)

**Module 3** - Waves and Thermodynamics

**Module 4** - Electricity and Magnetism

#### Depth Studies

\*15 hours in Modules 1–4

#### HSC Course

**Module 5** - Advanced Mechanics

**Module 6** - Electromagnetism

**Module 7** - The Nature of Light

**Module 8** - From the Universe to the Atom

#### Depth Studies

\*15 hours in Modules 5–8

### Requirements for Practical Investigations

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Stage 6 course and must occupy a minimum of 35 hours of course time in both Year 11 and Year 12, including time allocated to practical investigations in depth studies.

## Course: Science Extension HSC Course only

1 unit for Higher School Certificate

NESA Developed Course

**Co-Requisite:** A minimum of one other 2-unit Science course

### Course Description

The study of Science Extension Stage 6 aims to enable high achieving students, with a passion for science, to explore the development of the scientific process over time and undertake authentic scientific research.

Throughout the course, students select and develop a scientific research question and develop evidence based responses in the form of a scientific research report that is supported by a scientific research portfolio. This process is supported by concurrent learning about how scientists conduct research, analyse data and report their findings.

The learning modules focus on: the development of modern science and influences on current scientific thinking; the process of developing a scientific research question and conducting literature reviews; analysing trends and patterns in data, the use of statistics in scientific research, data modelling and making decisions from data and evidence; the structure and requirements of a formal scientific report.

The Scientific Research Portfolio and Report produced in this course may be an extension of, but must not overlap with or significantly duplicate any depth study attempted in the Year 11 or Year 12 Biology, Chemistry, Earth and Environmental Science, Physics or Investigating Science courses.

### Main Topics Covered

**Module 1** - Foundations of Scientific Thinking

**Module 2** - The Scientific Research Proposal

**Module 3** - The Data, Evidence and Decisions

**Module 4** - The Scientific Research Report

### Scientific Research Portfolio and Report

\*15 hours in Modules 1–4

### Scientific Research Project

- Establish an area for scientific research.
- Formulate the question for research.
- Find or generate the data. Apply methodologies to analyse the data for the Scientific Research Project.
- Develop the Scientific Research Report and offer solutions to the scientific research question.

### Requirements for Practical Investigations

Students will have the opportunity to carry out a Scientific Research Project to explore contemporary issues, problems and discoveries in depth whilst extending their skills and knowledge. The project culminates in a Scientific Portfolio of evidence that supports a Scientific Research Report (2500–3000 words) reflecting the standards generally required for publication.

# HUMAN SOCIETY AND ITS ENVIRONMENT KEY LEARNING AREA

<b>Course: Ancient History</b>	
2 units for each of Preliminary and Higher School Certificate NESA Developed Course	<b>Exclusions:</b> Nil
<b>Course Description</b> <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>	
<b>Main Topics Covered</b>	
<b>Preliminary Course</b>	
<b>Part I: Investigating Ancient History</b>	
<ul style="list-style-type: none"><li>• The Nature of Ancient History</li><li>• Case Studies</li></ul>	
<b>Part II: Features of Ancient Societies</b>	
At least TWO studies to be chosen.	
<b>Part III: Historical Investigation</b>	
Students choose their own topic for a major independent research project.	
<b>HSC Course</b>	
<b>Part I: Core Study:</b>	
Cities of Vesuvius – Pompeii and Herculaneum (25%)	
<b>Part II:</b>	
ONE Ancient Society (25%)	
<b>Part III:</b>	
ONE Personality in their Time (25%)	
<b>Part IV:</b>	
ONE Historical Period (25%)	
<b>Particular Course Requirements</b>	
In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.	

## Course: Business Studies

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

**Exclusions:** Nil

### Course Description

Business activity is an integral part of everyday life. The Business Studies syllabus explores both the theoretical and practical aspects of business, equipping students with the knowledge and skills they will encounter throughout their lives. The course covers a wide range of business functions, from the planning and operation of a small business to the management of operations, marketing, finance, and human resources in large businesses.

To ensure relevance and engagement, the course integrates contemporary business issues, real-world case studies, and problem-solving activities. These elements provide students with practical insights into the challenges faced by businesses today. Business Studies also fosters critical thinking and ethical awareness, encouraging students to consider the role of business in society and its responsibilities to stakeholders.

### Main Topics Covered

#### Preliminary Course

Nature of Business (20%) – the role and nature of business

Business Management (40%) – the nature and responsibilities of management

Business Planning (40%) – establishing and planning a small to medium enterprise

#### HSC Course

Operations (25%) – strategies for effective operations management

Marketing (25%) – development and implementation of successful marketing strategies

Finance (25%) – financial information in the planning and management of business

Human resources (25%) – human resource management and business performance

### Particular Course Requirements

In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.

## Course: Geography

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

**Exclusions:** Nil

### Course Description

The Preliminary course allows students to explore the dynamic interactions between people, places and environments. They investigate natural and human processes shaping our world through real-world case studies. Students develop essential geographical skills, including mapping, data analysis and spatial interpretation. Students apply their knowledge to conduct an independent geographical inquiry using fieldwork to deepen understanding.

The HSC course enables students to analyse global challenges such as urbanisation, economic development, and climate change. They investigate ecosystems, megacities, and the global economic activity of wine-making with real-world applications. Students develop critical thinking and problem-solving skills to interpret our changing world.

### Main Topics Covered

#### Preliminary Course

Earth's natural systems (40%) – Diverse landscapes of the Earth's surface and their physical features..

People, patterns and Processes (40%) – Human diversity across the Earth's surface.

Human-environment interaction (20%) - Global nature of land cover change, from temporal and spatial perspectives.

Geographical Investigation (20%) – Geographical investigation through practical research of a student's own choosing.

#### HSC Course

Global sustainability (30%) – Actions of sustainability in the contemporary world.

Rural and urban places (45%) – Study of the rural location of Bellingen, urban place of Green Square and the dynamics occurring in a large city outside of Australia.

Ecosystems and global biodiversity (45%) – Functioning of two ecosystems and how they are managed.

### Particular Course Requirements

Students complete a Geographical Investigation in the Preliminary course and must undertake 24 hours of fieldwork in both the Preliminary and HSC courses.

## Course: Legal Studies

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

**Exclusions:** Nil

### Course Description

The Legal Studies 11–12 Syllabus is structured around key legal concepts and structures, the meaning and purpose of justice, and the legal issues that affect individuals, groups and society.

In Year 11, students investigate the key processes of Australia’s legal system, including the creation and application of law. Students examine the tensions between changing social values and equitable outcomes, and how these can act as an impetus for legal change and reform. Through the analysis of legal principles and real-world contemporary case studies, students gain an understanding of how the law operates in practice by investigating legal issues from multiple perspectives. The course encompasses four key focus areas including: Investigating the law, disputes under the law, changing the law, and experiences with the law.

The HSC course builds on this foundation by exploring key areas of law, justice, and human rights. Students examine how societal changes influence law reform through a range of focused case studies. The core units of the HSC course are Crime and Human Rights, which are studied alongside elective topics. Throughout the course, students develop skills in legal research, analysis, and communication, enabling them to critically engage with legal issues in an informed and reasoned manner.

### Main Topics Covered

#### Preliminary Course

**Focus Area 1:** Investigating the law (40% of course time)

**Focus Area 2:** Disputes under the law (25% of course time)

**Focus Area 3:** Changing the law (25% of course time)

**Focus Area 4:** Experiences with the law (30% of course time)

#### HSC Course

**Core Part I:** Crime (30% of course time)

**Core Part II:** Human Rights (20% of course time)

**Part III:** Two options (50% of course time) - chosen from Workplace, World Order or Family Law

### Particular Course Requirements

No special requirements.

## Course: Economics

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

**Exclusions:** Nil

### 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 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

#### Preliminary Course:

**Focus Area 1:** Introduction to economics (25% of course time)

**Focus Area 2:** Markets (35% of course time)

**Focus Area 3:** Household and business sector (15% of course time)

**Focus Area 4:** Financial sector (15% of course time)

**Focus Area 5:** Government sector (15% of course time)

**Focus Area 6:** International sector (15% of course time)

#### HSC Course

The Global Economy (25%) – Features of the global economy and globalisation

Australia's Place in the Global Economy (25%) – Australia's trade and finance

Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management.

Economic Policies and Management (25%) – the range of policies to manage the economy.

### Particular Course Requirements

No special requirements.

## Course: Society and Culture

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

**Exclusions:** Nil

### Course Description

Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

### Main Topics Covered

#### Preliminary Course

The Social and Cultural World (30%)– the interaction between aspects of society and cultures

Personal and Social Identity (40%)– socialisation and coming of age in a variety of social and cultural settings.

Intercultural Communication (30%)– how people in different cultures interact and communicate.

#### HSC Course

##### Core

Social and Cultural Continuity and Change (30%)– the nature, continuity and change, research and study of a selected country

The Personal Interest Project (30%) – an individual research project.

##### Depth Studies

Two to be chosen from (20% each):

Popular Culture – the interconnection between individuals and popular culture

Belief Systems – role of belief systems in societies, cultures and personal life

Social Inclusion and Exclusion- the nature of inclusion and exclusion of individuals and groups in societies and cultures.

Social Conformity and Nonconformity- the formation of and influences on attitudes and behaviours of groups and their members, including factors influencing conformity and nonconformity.

### Particular Course Requirements

Completion of Personal Interest Project.

**Course: Studies of Religion**

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

**Exclusions:** Studies of Religion I

**Course Description**

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

**Preliminary Course**

**Nature of Religion and Beliefs**

- 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*

- 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:

- Aztec or Inca or Mayan
- Celtic
- Nordic
- Shinto
- Taoism
- an Indigenous religion from outside Australia

**Religion in Australia pre-1945**

- The arrival, establishment and development of religious traditions in Australia prior to 1945.

**HSC Course**

**Religion and Belief Systems in Australia post-1945**

- Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

**Three Religious Tradition Depth Studies from:**

*Buddhism, Christianity, Hinduism, Islam, Judaism*

- Significant people and ideas
- A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents.

**Religion and Peace**

- The distinctive response of religious traditions to the issue of peace.

**Religion and Non-Religion**

- The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

**Particular Course Requirements**  
No special requirements.

## Course: Modern History

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

**Exclusions:** Nil

### Course Description

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

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

### Main Topics Covered

#### Preliminary Course

##### Part I: Investigating Modern History

- The Nature of Modern History
- Case Studies

At least TWO Case Studies should be undertaken – these could include the Fall of the Romanovs, Genocide in the Twentieth Century, the Cuban Revolution and the Origins of the Arab Israeli crisis.

##### Part II: Historical Investigation (20%)

Students choose their own topic for a major independent research project.

##### Part III: Core Study: The Shaping of the Modern World (40%)

#### HSC Course

##### Part I: Core Study: Power and Authority in the Modern World 1919-1946 (25%)

##### Part II: ONE National Study (25%)

##### Part III: Change in the modern world (25%)

##### Part IV: Peace and Conflict (25%)

### Particular Course Requirements

No special requirements.

## Course: HSC History Extension

1 unit for Higher School Certificate  
NESA Developed Course

**Exclusions:** Nil

### 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

**Part I:** Constructing History (70% of course time)

Key questions:

1. Who are the historians?
2. What are the aims and purposes of history?
3. How has history been constructed and recorded over time?
4. Why have the approaches to history changed over time?
5. Students will investigate ONE case study.

**Part II:** History Project (30% of course time)

An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.

### Particular Course Requirements

The Preliminary course in Modern or Ancient History is a prerequisite for the HSC course.

# LANGUAGES KEY LEARNING AREA

<b>Course: French (Beginners)</b>	
2 units for each of Preliminary and Higher School Certificate NESA Developed Course	<b>Exclusions:</b> French Continuers; French Extension. Strict eligibility rules apply to the study of this subject. Check with your teacher.
<b>Course Description</b> In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will gain an insight into the culture and language of French-speaking communities through the study of a range of texts.	
<b>Main Topics Covered</b> <ul style="list-style-type: none"><li>• Family life, home and neighbourhood</li><li>• People, places and communities</li><li>• Education and work</li><li>• Friends, recreation and pastimes</li><li>• Holidays, travel and tourism</li></ul>	
<b>Particular Course Requirements</b> No special requirements.	

## Course: French (Continuers)

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

**Exclusions:** French Beginners. Strict eligibility rules apply to the study of this subject. Check with your teacher.

### Course Description

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

### Prescribed Themes

The individual

The French-speaking communities

The changing world

### Mandatory Topics

Personal Identity

Relationships

School life and aspirations

Leisure and interests

Daily life/lifestyles

Arts and entertainment

Travel and tourism

The world of work

Current issues

The young people's world

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying French culture through texts.

# PERFORMING ARTS KEY LEARNING AREA

<b>Course: Dance</b>	
2 units for each of Preliminary and Higher School Certificate NESA Developed Course	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<b>Course Description</b> Dance in Stage 6 is designed for students to experience, understand and value dance as an artform through the study of the performance, composition and appreciation of dance.	
<b>Main Topics Covered</b> <b>Preliminary Course</b> Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are: <ul style="list-style-type: none"><li>• Performance (40%)</li><li>• Composition (20%)</li><li>• Appreciation (20%)</li><li>• Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class).</li></ul> <b>HSC Course</b> Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology <ul style="list-style-type: none"><li>• Core (60%) Performance 20%, Composition 20%, Appreciation 20%</li><li>• Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.</li></ul>	
<b>Particular Course Requirements</b> No special requirements.	

## Course: Drama

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

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

### Course Description

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

#### Preliminary Course

The three core units of Improvisation, Playbuilding and Acting, Elements of Production and Theatrical Traditions and Performance styles are all studied experientially. This requires both practical and written work to be interconnected in all assessment tasks.

#### Assessment Components

Making 40%, Performing 30%, Critically Studying 30%

#### HSC Course

The core unit of Australian Drama and Theatre and the elective units in Studies in Drama and Theatre are all studied experientially. This requires both practical and written work to be interconnected in all assessment tasks. All students must also complete an Individual Project and a Group Performance.

#### Assessment Components

Making 40%, Performing 30%, Critically Studying 30%

The **Group Performance** (3-6 students) involves creating a piece of original theatre (8-12 minutes duration). Each student is marked individually on the areas of Performance skills, Sustaining and developing role/character and Structure and Coherence / Ensemble.

For the **Individual Project** students are able to choose a project which best showcases their skills. Project choices include: Applied Research Project, Director's Folio, Performance, Costume Design, Set Design, Lighting Design, Promotion and Publicity Design, Script Writing and Video Drama.

### Main Topics Covered:

#### Preliminary Course

Improvisation, Playbuilding, Acting  
Elements of Production in Performance  
Theatrical Traditions and Performance Styles

#### HSC Course

Australian Drama and Theatre (Core content)  
Studies in Drama and Theatre  
Group Performance (Core content)  
Individual Project

### Particular Course Requirements

- The Preliminary course informs learning in the HSC course.
- In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.
- In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point.
- The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.

## Course: Music 1

2 units for each of Preliminary and Higher School Certificate

NESA Developed Course

**Exclusions:** Music 2

### Course Description

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

### Main Topics Covered

#### Preliminary Course

Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.

#### HSC Course

Students choose their own topics in the HSC year, and they must complete Performance Composition and Musicology in each topic for assessment. They choose the best aspect of each of these topics to present for HSC.

The examination will consist of a written Aural Skills paper worth 30 marks, a Core Performance practical examination worth 20 marks and 3 elective examinations worth 60 marks. The marks for Core Performance and the electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

### Particular Course Requirements

#### HSC Course

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

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

Students selecting all Performance will present a programme of four works in total to the examining panel.

## Course: Music 2

2 units for each of Preliminary and Higher School Certificate

NESA Developed Course

**Exclusions:** Music 1

### Course Description

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

### Course Content

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

In the Preliminary Course, the Mandatory Topic is Music 1600-1900.

In the HSC Course, the Mandatory Topic is Music of the Last 25 Years (Australian Focus).

Additional topics include:

*Music of a Culture*

*Medieval Music*

*Renaissance Music*

*Baroque Music*

*Classical Music*

*Music of the 19th Century*

*Music 1900 to 1945*

*Music 1945 to Music 25 Years Ago*

The course includes extensive Aural and Harmony work.

### Particular Course Requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

All students will be required to develop a composition portfolio for the core composition.

### Music Extension

Students with an extended history of formal music involvement frequently reach a high level of musical sophistication and desire to specialise in their senior school years. The purpose of the Extension course is to expand students undertaken in Music 2 and is designed to focus the continuing development and refinement of student's advanced music knowledge and skills towards independent musicianship.

The Extension course offers a high degree of specialisation in Performance, Composition or Musicology in which each student follows an individual program of study. It provides an opportunity for musically and academically talented students to undertake a rigorous music study commensurate with their academic and musical sophistication.

# DESIGN, ART AND TECHNOLOGY KEY LEARNING AREA

<b>Course: Visual Arts</b>	
<p>2 units for each of Preliminary and Higher School Certificate</p> <p>NESA Developed Course</p> <p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p><b>Course Description</b></p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<p><b>Preliminary Course</b></p> <p>Learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>● The nature of practice in artmaking, art criticism and art history through different investigations</li> <li>● The role and function of artists, artworks, the world and audiences in the artworld</li> <li>● The different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>● How students may develop meaning and focus and interest in their work</li> <li>● Building understandings over time through various investigations and working in different forms</li> </ul>	<p><b>HSC Course</b></p> <p>Learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>● How students develop and sustain their practice in artmaking, art criticism, and art history</li> <li>● How students develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>● How students learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>● How students further develop meaning and focus in their work.</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>Additional course fees apply to this subject.</p> <p><b>Preliminary Course:</b></p> <ul style="list-style-type: none"> <li>● Artworks in at least two expressive forms and use of a process diary</li> <li>● A broad investigation of ideas in art making, art criticism and art history</li> </ul> <p><b>Higher School Certificate Course:</b></p> <ul style="list-style-type: none"> <li>● Development of a body of work and use of a process diary</li> <li>● A minimum of five Case Studies (4–10 hours each)</li> <li>● Deeper and more complex investigations in art making, art criticism and art history.</li> </ul>	

## Course: Design and Technology

2 units for each of Preliminary and Higher School Certificate

NESA Developed Course

### Course Description

#### Preliminary Course

Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

The Preliminary course will involve a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Each project will place emphasis on the development of different skills, context, material, tools and techniques used in designing and producing. Design projects must involve the design, production and evaluation of a product that includes evidence of design processes recorded in a design folio, which may be in a variety of different forms. Students are encouraged to communicate their design ideas using a range of appropriate media.

#### HSC Course

In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project (MDP). The MDP is valued as 60% of their final HSC mark with the other 40% being the HSC Examination. Over the final year of study students will be required to self finance and project manage the development of their MDP over 3 school terms. Projects need not be large or costly to achieve well in the course. It is important that students identify a genuine need and create an innovative product, system or environment.

Being able to manage your time effectively is a key to success in the subject.

The project folio addresses 3 key areas:

- Project proposal and management
- Project development and realisation and
- Project evaluation.

The MDP will be externally assessed by NESA markers in Term 3 of the students HSC year.

### Particular Course Requirements

Additional course fees apply to this subject.

## Course: Textiles and Design

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

**Exclusions:** Nil

### Course Description

This course provides students with the opportunity to investigate textile-related technologies relevant to society today. Students will develop skills and knowledge in the area of textiles and design through practical projects and investigation.

The course involves three main areas of study which are; the concept of design, Australian textiles, clothing, footwear and allied industries, and properties and performance of textiles. Both the Preliminary and HSC course cover these areas of study.

In the Preliminary course, students complete at least two design projects while looking at the areas of study.

In the HSC course, students complete a Major Textiles Project while looking at the areas of study.

### Main Topics Covered

#### Preliminary Course

Covers technology, elements and principles of design, communication techniques such as fashion illustration, manufacturing techniques, design development, management and evaluation. Properties and performances of different textiles are also looked at. As is the Australian textile industry today.

#### HSC Course

Covers historical, cultural and contemporary influences on design, properties and performances for end uses, current industry issues today including the environment and trends in textiles today and the development of a Major Project with a portfolio.

### Particular Course Requirements

Additional course fees apply to this subject.

SCAS will purchase and provide a basic range of fabrics which are available to use. If students wish to design with fabrics outside of these provisions then they will be required to make additional purchases at their own expense. Basic accessories such as zippers, buttons, Velcro and other consumables are included in the levy.

**Preliminary course:** At least two practical textile projects and investigation of the three areas of study.

**HSC course:** External exam, development of a Major Textiles Project with a portfolio and investigation into the three areas of study.

## Course: Industrial Technology: Multimedia

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

**Exclusions:** Nil

### Course Description

*There is no prerequisite requirement for entry into this course.*

This course provides students with the opportunity to develop and master skills and knowledge from the multimedia industry across a range of contexts.

### Preliminary course

After an initial study into graphic design, students complete a design brief for an AI-generated or custom client. They then develop a portfolio to build their skills in motion graphics, including film recording, video editing, title sequences, animation, Blender modelling, game engines, and special effects composition. The course also emphasises the essential contribution of digital audio to media productions.

### HSC course

In the HSC course, students choose the specialist skills they wish to showcase in a Major Project, drawing from fields such as graphic design, digital image composition, digital magazines, cinematic video production, game character and world design, simulations, web or user interface design, VR and AR, special effects, audio engineering, CGI sequences, and 2D or 3D animation. The Major Project should present a range of skills and demonstrate industry-standard skill development towards a high-quality final production. The associated folio will document the research, prototyping, problem-solving, and continual refinement of the chosen skills, as well as effective resource management.

Students also complete an Industry Study task, separate from the Major Project, where they analyse an industry setting or studio of their choice. It can be advantageous to select an industry context aligned with the chosen Major Project pathway.

*"What's happened with computer technology is perfectly timed for someone with my set of skills. I tell stories with pictures. What I love about CGI is that if I can think it, it can be put on the screen."*

**Frank Miller**

### Particular Course Requirements

Additional course fees apply to this subject.

SCAS will purchase and provide access to some filming, lighting, storage, editing and digital drawing equipment and laptops as well as Adobe Creative Cloud. Students may purchase or use equipment outside of the options provided by the school.

Expensive equipment is not necessary to achieve a high scoring Major Project. The markers are interested in how you achieve the project goals you have established within the limitations of the classroom context and your own personal circumstances.

## Course: Software Engineering

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

**Exclusions:** Nil

### Course Description

*There is no prerequisite requirement for this course. Prior coding experience is not necessary.*

This course suits students who enjoy puzzles and computers or wish to pursue careers in computer science, programming, cybersecurity, artificial intelligence, engineering, robotics or web development.

### Preliminary course

- Learn the fundamentals through the coding and modelling of algorithms, data and functions.
- Work with debugging and testing tools, and development methods such as Agile.
- Mimic the computation of binary numbers as you study the CPU and memory.
- Build skills in programming paradigms such as the object-oriented paradigm (OOP).
- Experiment with code libraries to control hardware in retro games, mechatronics or smart homes.

### HSC course

- Consider user needs across a range of contexts for user interface designs.
- Assess software for security vulnerabilities.
- Build web applications to learn about how code powers the Internet.
- Explore how machine learning is providing automation in business and robotics fields.
- Manage a software engineering project through software development cycle.

### Note:

*The software engineering project is marked internally by the school. This gives the teacher the flexibility to determine the scope, due date and marking requirements.*

*This course will be the first of NESA's new syllabuses featuring a 2.5 hour online exam in which students will complete interactive and typed questions in a locked web browser. Questions requiring coding skills will be based on the Python programming language. Sample questions are available.*

*"Software is a great combination between artistry and engineering."*

**Bill Gates**

### Particular Course Requirements

Students will be provided with components to support the practical investigations in the Mechatronics topic, and online accounts to participate in coding courses and competitions.

## Course: Engineering Studies

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

### Course Description

Both Preliminary and HSC Courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics, engineering materials, historical and societal influences, engineering electricity and electronics, as well as the scope of the profession. Two types of modules are used to facilitate learning in the course. These are engineering application modules and engineering focus modules. Engineering application modules develop knowledge and understanding of engineering concepts and impacts through the study of engineered products. Engineering focus modules develop knowledge and appreciation of the role of engineers by studying the nature of the engineering profession and emphasising the scope of engineering activities in a given field.

### Main Topics Covered

#### Preliminary Course

Students undertake the study of:

- Three application modules - Engineering fundamentals; Engineered products and Braking systems.
- One focus module relating to the field of Bio-Engineering.

#### HSC Course

Students undertake the study of:

- Two application modules - Civil Structures; Personal and public transport.
- Two focus modules relating to the fields of Aeronautical engineering and Telecommunications engineering.

Four modules are studied in each of the Preliminary and HSC courses. Students develop one engineering report in the Preliminary Course and two in the HSC course.

# PD, HEALTH AND PE KEY LEARNING AREA

Course: Health and Movement Science	
2 units for each of Preliminary and Higher School Certificate NESA Developed Course	<b>Exclusions:</b> Nil
<b>Course Description</b>	
<b>Preliminary Course</b>	
The Preliminary Course consists of four components:	
<ul style="list-style-type: none"><li>- Health for individuals and communities</li><li>- The body and mind in motion</li><li>- Collaborative investigation</li><li>- Depth studies (a minimum of 2)</li></ul>	
The health for individuals and communities focus area explores the meanings of health, health of young people, skills to enhance health, and how government and non-government organisations can advocate and support the health of young people.	
The body and mind in motion focus area investigates body systems, energy systems, types of training, physiological adaptations to training, skill acquisition and psychological strategies to enhance performance.	
The Preliminary course includes a collaborative investigation and depth studies which provide opportunities for students to develop knowledge and skills to support their own and others' health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers.	
<b>HSC Course</b>	
The HSC Course consists of three components:	
<ul style="list-style-type: none"><li>- Health in an Australian and global context</li><li>- Training for improved performance</li><li>- Depth studies (a minimum of 2)</li></ul>	
The Health in an Australian and global context focus area explores the health of Australians by comparing health status within and across population groups. Students examine major chronic conditions, diseases and injury, and the impact these have on the healthcare system. They explore the healthcare system in Australia, the impact of a growing and ageing population and the roles government and non-government organisations play in improving health. Students investigate changes and challenges to the health system and investigate actions needed to promote and improve the health of Australians.	
In the Training for improved performance focus area, students investigate the importance of personalised exercise assessment and prescription, and explore how various training types can be used to positively affect physiological adaptations. Students apply their understanding of biomechanics, injury prevention, training methods and technology to analyse how athletes can train for sustained movement and performance. Students explore the importance of nutrition and supplementation and compare the dietary requirements of athletes from different sports.	
Depth studies are chosen by students from the Health in an Australian and Global Context and/or Training for Improved Performance focus areas and will provide an opportunity to develop critical thinking skills and a deep understanding of an area of interest for each student. One depth study will be formally assessed.	

## Course: Community and Family Studies

2 units for each of Preliminary and Higher School Certificate  
NESA Developed Course

**Exclusions:** Nil

### Course Description

Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

This subject is suitable for those students who are interested in a number of vocational areas such as Early Childhood, Nursing, Social Work, Teaching, Human Resource Management and Counselling.

### Main Topics Covered

#### Preliminary Course

- Resource Management, communication, Decision-making and Management Processes, Goal Setting (20%)
- Individuals and Change, including Leadership, Group Dynamics, Managing Conflict, Individual and Group Wellbeing (40%)
- Families and Communities including pregnancy, childhood, life stages, socialisation of children, family structures and functions (40%)

#### HSC Course

##### Core Topics

- Research Project (25%)
- Groups in Context (25%)
- Parenting and Caring (25%)

##### Optional Component (25%)

Students to select **one** of the following options:

- Family and Societal Interactions
- Social Impact of Technology
- Individuals and Work

# VOCATIONAL EDUCATION AND TRAINING

## What is Vocational Education and Training?

Vocational education and training (VET) provides skills and knowledge for work through a national training system. The system consists of a network of training providers that work together to provide nationally consistent training across Australia. The Trade Training Centre is proud to offer quality training at its facility through their RTO – the Association of Independent Schools. Not only do you work towards a VET qualification but you complete a HSC subject.

**Q.** *Can a student undertake more than one VET course and have it count toward their HSC?*

**A.** Yes, as of 2027 students can count multiple VET courses towards their HSC ATAR.

## Work Placement Requirements

**Q.** *Must you do the work placement part of the VET course?*

**A.** Yes, it is a compulsory NESA requirement to do work placement.

**Q.** *How much work placement must you do?*

**A.** Generally you will be expected to do approximately 35 hours of placement per year for Year 11 and Year 12. This may be in a block of one week or may be organised on a part-time basis eg one day per week/fortnight. Under certain circumstances it may be necessary to complete work placement during school holiday periods.

**Q.** *Who is responsible for organising work placement?*

**A.** Your VET Teacher and the Head of Secondary School at your school are responsible for organising Work placements. In some circumstances you may be asked to find your own work placement. At all times, students should consult their teacher to ensure that Work placement is in a suitable area.

**Q.** *Can my part-time job count as work placement?*

**A.** In some circumstances part-time work can be counted as work placement. If your part-time job is in an area that is closely related to your VET course then you may apply for an exemption from part of the work placement requirement of the course.

## Assessment

**Q.** *How will I be assessed in my VET course?*

**A.** All VET courses are competency-based courses. This means your assessment is based on your competence or acquisition of skills.

**Q.** *What are my rights regarding assessment?*

**A.** You are entitled to know when and how you are being assessed. Assessment should take place when you are ready to undertake assessment. Wherever practicable, assessment evidence should be gathered on a number of occasions and in a variety of contexts. Your teacher should give you feedback regarding all assessments. You should be entitled to three attempts to show competency.

**Q.** *Do VET courses count towards my ATAR?*

**A.** Yes. VET courses can be counted towards your ATAR.

## Course: Entertainment Industry Curriculum Framework

### Competency-based Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in an entertainment environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

Competency-based assessment determines the vocational qualification that a student will receive.

### External Assessment (optional HSC examination)

The Higher School Certificate examination for Entertainment Industry (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### Particular Course Requirements

Additional course fees apply to this subject.

**SEE PAGE 49 OF THIS BOOKLET FOR MORE DETAILS ON VOCATIONAL EDUCATION & TRAINING COURSES**

## Course: Entertainment Industry (Live Production and Services)

**Structure:** Preliminary and/or HSC units in total  
NESA Developed Course Entertainment (240 indicative hours)

### Course Description

The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge suitable for entry to employment in live production, theatre and events industries.

The entertainment industry itself is diverse and covers all aspects of the production of any type of live performance or event. Occupational areas include audio, costume, front of house, lighting, make-up, props, scenic art, sets, staging and vision systems. There are many career choices across the entertainment industry. Some jobs are highly creative or technical, while others are management or customer service oriented.

### Main Topics Covered

The following are core and elective units and subject to change at time of unit delivery.

- BSBPEF301 - Organise personal work priorities
- CUAIND311 - Work effectively in the creative arts industry
- CUAIND314 - Plan a career in the creative arts industry
- CUAPPR314 - Participate in collaborative creative projects
- CPCCWHS1001 - Prepare to work safely in the construction industry (Delivered by an external provider)
- SITXCCS006 - Provide service to customers
- CUALGT311 - Operate basic lighting
- CUASOU331 - Undertake live audio operations
- CUASTA311 - Assist with production operations for live performances
- CUAVSS312 - Operate vision systems
- CUAWHS312 - Apply work health and safety practices
- CUASTA212 - Assist with bump in and bump out of shows
- CUASMT311 - Work effectively backstage during performances
- CUALGT314 - Install and operate follow spots
- CUAMUP411 - Design, apply and remove makeup

### Particular Course Requirements

Students must undertake a minimum of 70 hours of work placement.  
Additional course fees apply to this subject.

### Qualifications

Depending on the units selected:

- NESA Developed VET Curriculum Framework, Category B.
- 240-hour course possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.
- To complete the full CUA30420 Certificate III in Live Production and Services a 60 hours Specialisation Studies needs to be studied. This is included in the units listed above.

## Course: Hospitality (Cookery)

### Competency-based Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a hospitality environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

Competency-based assessment determines the vocational qualification that a student will receive.

### External Assessment (optional HSC examination)

The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### Particular Course Requirements

Additional course fees apply to this subject.

**SEE PAGE 49 OF THIS BOOKLET FOR MORE DETAILS ON VOCATIONAL EDUCATION & TRAINING COURSES**

## **Course:** Hospitality Certificate II in Cookery (SIT20421) (240 indicative hours)

**Structure:** 2 units for each of Preliminary and HSC Board Developed Course

**Vocational Qualification:** Cert II in Cookery

### **Course Description**

Enrol in this course to learn a range of fundamental hospitality skills from practical application of cookery principles and implementation of food safety procedures (including how to store food properly) to the presentation of food.

Gain culinary knowledge in preparation, cooking and service of foods and how to work as an effective member of a team in a range of hospitality establishments.

Due to the nature of the Hospitality course part of its delivery will be run offline in Year 12. Students will be required to attend all lessons.

### **Main Topics Covered**

The following are core and elective units and subject to change at time of unit delivery.

- SITXWHS005 - Participate in safe work practices
- SITXFSA005 - Use hygienic practices for food safety
- SITHCCC023 - Use food preparation equipment
- SITHCCC024 - Prepare and present simple dishes
- SITHKOP009 - Clean kitchen premises and equipment
- SITXCCS011 - Interact with customers
- SITXCOM007 - Show social and cultural sensitivity
- SITHCCC027 - Prepare dishes using basic methods of cookery
- SITXINV006 - Receive, store and maintain stock
- SITHCCC025 - Prepare sandwiches
- SITHCCC026 - Package prepared foodstuffs
- SITXFSA006 - Participate in safe food handling practices
- SITHCCC034 - Work effectively in a commercial kitchen

### **Particular Course Requirements**

Students must undertake a minimum of 70 hours of work placement.

Additional course fees apply to this subject.

## Course: Construction Curriculum Framework

### Competency-based Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a construction environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

Competency-based assessment determines the vocational qualification that a student will receive.

### External Assessment (optional HSC examination)

The Higher School Certificate examination for Construction (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### Particular Course Requirements

Additional course fees apply to this subject.

**SEE PAGE 49 OF THIS BOOKLET FOR MORE DETAILS ON VOCATIONAL EDUCATION & TRAINING COURSES**

**Course:** Certificate II in Construction Pathways and SOA Cert II in Construction (CPC20220 & CPC20120)

**Structure:** Preliminary and HSC 2 units in total  
NESA Developed Course Construction (240 indicative hours)

**Course Description**

This course is for people who want to work in the primary trades in the construction industry, with the exception of plumbing.

The qualification is designed to introduce you to recognised trade callings in the construction industry.

**Career Opportunities**

Entry into Construction Australian Apprenticeship e.g. Joinery, shopfitting, carpentry, bricklaying and other occupations in general construction.

*Students are required to complete 70 hours of industry work placement (35 per year) to meet the NESA requirements for the course.*

Due to the nature of the Construction course part of its delivery will be run offline in Year 12. Students will be required to attend all lessons.

**Main Topics Covered**

The following are core and elective units and subject to change at time of unit delivery.

CPCCWHS1001 - Prepare to work safely in the Construction Industry Delivered by a private provider

CPCCWHS2001 - Apply WHS requirements, policies and processes in the Construction Industry

CPCCOM1013 - Plan and organise work

CPCCOM1015 - Carry out measurements and calculations

CPCCOM1012 - Work effectively and sustainably in the Construction Industry

CPCCVE101 - Undertake a basic construction project

CPCCCM2005 - Use construction tools and equipment

CPCCOM2001 - Read and interpret plans and specifications

CPCCOM1014 - Conduct workplace communication

CPCCCA2002 - Use carpentry tools and equipment

CPCCCA2011 - Handle carpentry materials

CPCCCM2006 - Apply basic levelling procedures

CPCCCM2004 - Handle construction materials

CPCCJN2001 - Assemble components

**Particular Course Requirements**

Students must undertake a minimum of 70 hours of work placement.

Additional course fees apply to this subject.

## Course: Certificate III in Christian Ministry and Theology

### Structure:

The Veta Morphus course is made up of six key components, most of which are tailored to suit the needs of the individual student.

- Participation in a weekly peer group
- Bible reading and journaling
- Being mentored
- Participating in a Christian community
- Participation in retreats (intensives) with other students from their State
- Being involved in mission/ministry (Work Placement) in their local context.

### Course Description

This qualification is provided through Evolation Learning Pty Ltd National RTO #45219.

### Main Topics Covered

#### Compulsory Units

NAT11236001 - Develop foundational knowledge of the Bible

NAT1123700 - Develop and apply knowledge of key Christian beliefs

#### Elective Units

NAT11236002 - Research Christian Scripture and Theology

NAT11236003 - Study and present a biblical topic

NAT11236004 - Apply elementary strategies for biblical interpretation

NAT11236006 - Support ministry activities

NAT11236008 - Explain own beliefs to others

NAT11236010 - Use basic communication skills in a ministry context

**Additional Unit** – Students will gain this unit upon the successful completion of this qualification.

NAT11236009 - Communicate theology in everyday language

### Particular Course Requirements

Students must complete a minimum of 56 hours of ministry placement (work placement)

### Accreditation

Christian Ministry and Theology (120 indicative hours)

- the possible qualification outcome is 11236NAT - Certificate III in Christian Ministry and Theology
- accredited for a total of 2 units for either Year 11 (Preliminary) or Year 12 (HSC) level
- attempt all core units of competency (totalling 35 HSC indicative hours) and two elective units of competency to a minimum of 85 HSC indicative hours and to meet qualification packaging rules

*Christian Ministry and Theology HSC VET course counts as Board Endorsed unit credit for the HSC but does not contribute towards an Australian Tertiary Admission Rank (ATAR).*

### **Cost**

In 2024 the cost for the entire course was \$2300. This payment includes: Online Curriculum, Student Manuals, Study Bible, Retreats, Assessment, Certification and more! At no time will Veta Youth, the educational provider, ask for more than \$1500.00 in prepaid fees. There may be a possibility of church funding under some circumstances, but this is not confirmed or guaranteed.

### **More information:**

See website: <https://veta.au/veta-morphus/>

## **HOMWORK AND REVISION**

The main aims of homework are to:

- prepare for, consolidate and complement class work;
- deepen and extend understanding;
- assist students in their development of appropriate organisational skills; and;
- encourage responsible research and study habits.

Homework is set regularly in all subjects. St Columba Anglican School students in Year 11 are expected to complete a minimum of 2½ hours per night as well as several hours study and/or revision outside of set homework times.

Year 12 students are expected to average 3 to 3½ hours of homework per night in addition to developing a structured revision/study programme.

The School believes it is vital that senior students take responsibility for their own learning. Senior students need to constantly revise their work and practise the skills appropriate to each subject studied. Students are strongly advised to follow a regular revision programme.

In this regard your Year Patron, Director of Teaching and Learning, and Head of the Secondary School, are available to provide advice to students and will assist with developing skills required for the development of suitable study methods. Wellbeing teachers are also available to assist students devise and monitor appropriate home study goals and strategies.

Students in Year 11 and 12 may also have study lessons within the timetable, depending on their individual pattern of subjects.

These study lessons are **not free periods**—they are lessons during which you are expected to undertake assignments, homework and/or revision.

## A FINAL WORD ON ASSESSMENT

It is important to remember that the object of assessment is to measure a wider range of student performance throughout the HSC course than is possible to measure by examination only. Assessment is therefore very fair as it allows the full range of your achievements to be measured in each subject, including research, practical skills and fieldwork where appropriate.

HSC Assessments typically begin in Term 4 of Year 11. However, it is very important that you develop the habit of optimising your school assessment marks long before entry into the Higher School Certificate year.

The study habits you develop now will impact the study habits you have in two years time. There is no time like the present to start putting the right skills, habits and procedures into place—like starting your assessments when they are given (not a week or the night before they fall due).

You will receive a written statement outlining the method of assessment in each course studied. In order to have satisfactorily completed a course, each candidate is required to satisfactorily complete the assessment tasks set as part of the assessment programme as well as other class tasks which are set from time to time for diagnostic purposes.

Students are required to submit all assessment tasks punctually but even if they are late they must still be submitted, as these can be used to determine whether you have fulfilled the requirements of the course. However, failure to complete sufficient assessment tasks will preclude eligibility for the Higher School Certificate in that subject. In such cases that subject will not be recorded on the final result notice.

To meet the minimum requirements of NESAs, you must satisfactorily complete tasks that contribute in excess of 50 per cent of the available marks in any course.

At St Columba Anglican School you must hand in assessment tasks by 8.50am on the day set **unless otherwise stated. Breaches of the school's assessment policy will be communicated to your parents and the Head of Secondary School.**

You are expected, when attempting assessment tasks, to make a serious attempt and in no way undertake an activity which allows you to gain an unfair advantage over others. (see the School's requirements regarding malpractice). Should this occur, the Principal will be informed. The Principal may, at his discretion, invalidate your attempt, which may then jeopardise your ability to receive accreditation for that subject, or even the whole Higher School Certificate.

As a general rule, should you be unable, for a valid reason, to complete a task by the due date in a particular subject, the subject teacher will decide whether you should complete the missed task or be given an alternative task. A medical certificate will be required for extensions to be given. Failure to submit an assessment task, without valid reason, will result in a zero mark for that particular task.

At the completion of Year 12 your final assessment mark for each subject is sent to NESAs where it is averaged with your HSC Examination mark. This produces your final mark which is reported on the HSC Record of Achievement and which the Universities use in the calculation of your ATAR for tertiary course entrance.

In cases where you suffer an accident or misadventure near the time of the HSC Examinations NESAs may need to rely entirely on your Assessment grades. These marks will then be used as the chief (and perhaps only) measure of your achievement for the two year Stage 6 programme.

***For these reasons, if for no other reason, you must seek to maximise your assessment marks as a form of insurance against the risk of illness or misadventure during the HSC examination period.***