



**Gymea Technology
High School**

INSPIRE. LEARN. SUCCEED.

Stage 6 Course Information Booklet

Subject Selection Advice For:

Year 11 Courses	2026
Year 12 HSC Courses	2027

July 2025

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MAKING YOUR DECISION

The subject choice for the HSC is an extremely important one and students will often be presented with extensive options for achieving their final goal. Students who maximise their opportunities by gaining success usually do so by adhering to the following strategies:

- Gather as much information as possible from as wide a variety of sources as possible.
- Always double check information that appears odd or conflicts with information from another source.
- Be honest with yourself in terms of both your ability to understand a particular subject and your ability to apply yourself to a subject.
- Consider advice carefully, especially take into account the experiences and knowledge of the person giving the advice. Be wary of people commenting outside their field of expertise.
- Know the future direction you would like to head, even if you don't know the job you would like to go into or the university or TAFE course you would like to study, try to determine the areas you would like to work in.

WHAT SUBJECT DO YOU CHOOSE?

One in which

- You believe you will enjoy
- You believe that you can do well at
- Your vocational needs

INFORMATION ABOUT THE HSC

General Information

This is your introduction to the HSC and the many options now available. More information is contained on the NESA website:

Advice for students choosing HSC courses. <https://www.nsw.gov.au/education-and-training/nesa/hsc/subject-selection>

Selection of Courses

All students must study 12 units in year 11. The NSW Education Standards Authority (NESA) requirement in year 12 is 10 units, although many students study more units in year 12 as a safety net.

Students may be permitted to change their subject selections if there are unusual circumstances and if there are vacancies, up to mid February in year 11 by applying to the Deputy Principal.

WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in years 11 and 12.

Board Developed Courses

These courses are developed by 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 for two years. 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).

Board Endorsed Courses

Board Endorsed courses have syllabuses endorsed by NESA. Some TAFE courses are Board Endorsed Courses.

There is no external examination for Board Endorsed Courses. Assessment is school based or TAFE Based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of School Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

VOCATIONAL EDUCATION & TRAINING (VET) COURSES

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

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

NSW Department of Education (RTO 90333) to deliver and assess VET qualifications to secondary students.

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

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes, skills and knowledge to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the competencies achieved for the VET course undertaken.

Board Developed VET courses are subjects that can also contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination, and study the VET course in both year 11 and year 12.

Board Developed VET courses have specified workplace requirement and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations, therefore cannot count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and if the course is suitable for their individual needs, knowledge and skills.

BOARD CONTENT ENDORSED COURSES

These Courses **Do Not** Count Towards University Entry:

Construction and Landscaping	2 Unit
Visual Design	2 Unit

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 2 units. 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. A 2 unit course has a value of 100 marks.

**2 Units = 4 hours/week
(120 hours per year)**

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

2 UNIT COURSE

Units are the basic structure for all courses. A 2 unit course has a value of 100 marks. Most courses are 2 unit, two year courses.

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 1-2 unit(s). They require students to work beyond the standard of the 2 unit course. Extension courses are available in year 11 in English and Mathematics.

English and Mathematics Extension Courses are available at Year 11 and HSC levels. Students must study the Year 11 Extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2).

Extension courses are also available in Year 12 in History and Science.

1 UNIT COURSES

1 unit equals approximately 2 hours of class time each week or 60 hours per year. 1 unit courses have a value of 50 marks. 1 unit courses can count towards the ATAR.

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

1. You must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
2. You must have sat for and made a serious attempt at the Higher School Certificate examinations.
3. You must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the HSC course. Both courses must include:
 - at least 6 units from Board Developed Courses including at least:
 - 2 units of a Board Developed Course in English
 - at least three courses of 2 units value or greater
 - at least four subjects
 - you must have met the HSC Minimum Standard in literacy and numeracy.

At most 7 units of courses in Science can contribute to Higher School Certificate eligibility.

- The publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.
- If you wish to receive the Australian ATAR you must study a minimum of 10 Board Developed units in the HSC Course. Details of ATAR requirements can be found on www.uac.edu.au.
- If you do not wish to receive a ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

WHAT HAPPENS IF I DON'T COMPLETE THE REQUIREMENTS FOR THE HSC?

Students will receive a Record of School Achievement (RoSA) as a credential. The RoSA will:

- Be a record of the full range of student achievements up to the day they leave school.
- Provide an electronic record of achievements that students can use at any time.
- Use assessment by teachers in schools, moderated by NESA to ensure reliability and fairness of grades.
- Offer on-line literacy and numeracy tests, with particular emphasis on work readiness that students will be able to undertake twice a year.

ASSESSMENT & REPORTING

- The HSC reports will provide detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements based on performance bands across the state.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be 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.
- In Year 11 and Year 12 you will receive a half yearly and yearly/trial HSC report which will describe your performance in each subject studied at school.
- VET courses are competency based. No marks contribute to the achievement of the qualification being undertaken. Students will not be awarded marks for assessments undertaken throughout the course other than the half yearly and yearly examinations.
- VET students may choose to undertake an optional HSC examination but must sit for the Year 11 Half Yearly and Yearly examinations and the HSC Half Yearly and Trial HSC examinations.
- VET students must complete a School Work Placement: all students must complete 70 hours work placement - 35 Hours in Year 11, 35 hours in Year 12.



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.

SUBJECT COSTS

The payment of subject costs for some courses is required for subject electives with a large practical component in which consumable materials are required for students to "learn by doing". Parents with financial difficulties are, of course, encouraged to request support from the school, rather than discouraging a student with ability and interest from choosing an elective that requires a subject cost. An estimated guide to these costs is below.

Food Technology

- Year 11 \$70.00
- Year 12 \$40.00

Design and Technology \$50.00

VET Hospitality – Kitchen Operations

- Course Consumable Fee \$140.00
- Industry standard Chef's uniform Approx. \$85.00

Visual Arts \$50.00

Requirements for some courses

- A number of subjects include a requirement for the development of project work for either internal or external assessment. For example, Visual Arts, Drama, Design and Technology, Industrial Technology Multimedia, Community & Family Studies, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both.
- There is only one Science Extension Course. It can be studied with any of the Stage 6 Science subjects. A high level of achievement is required to do this subject.
- You may not include any more than 6 units in the Year 11 course and 7 units in the HSC course of the following Science courses: Science Extension (HSC only), Biology, Chemistry, Investigating Science and Physics.
- The Extension Mathematics courses can only be studied with Mathematics Advanced and not with Mathematics Standard.
- The Extension English courses can only be studied with the English Advanced course and not with English Standard.
- Additional information about courses is available on the NESA Website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description:

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

The HSC course provides for in depth study of social, justice and human rights issues from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study a variety of national and international indigenous communities. Students apply research and inquiry methods through the completion of a major project.

Main Topics Covered:

Year 11 Course

Aboriginality and the land (20% – of course time)

Aboriginal heritage and identity (30% – of course time)

International Indigenous Community: Comparative Study (25% – of course time)

Research and inquiry methods (25% – of course time)

Year 12 course

Core case studies – (50% of course time)

A global perspective of social justice and human rights issues across 2 topics chosen from: health, education, housing, employment, criminal justice and economic independence.

Elective study – (20% of course time)

Aboriginality and the land OR Aboriginal heritage and identity

Major project: choice of project topic based on student interest. (30% of course time)

Particular Course Requirements:

Students must undertake mandatory community case studies. The project log will document all work completed including the sequential development of the project and the nature and timing of community based fieldwork.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding of course content	40
	Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15
	Research and inquiry methods, including aspects of the local community case study	20
	Communication of information, ideas and issues in appropriate forms	25
		100

Ancient History

2 Units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course description:

Ancient History involves the study of the following areas: Egypt, Greece, Rome and the Near East, in both the Year 11 and Year 12 courses.

The Year 11 Course is structured for students to investigate:

- People, groups, events, institutions, societies and historical sites;
- Archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.

The course provides a background for students' more specialised HSC studies.

In the **Year 12 course**, students use archaeological and written evidence to investigate a personality from the ancient world, an ancient society, an historical period and the core study, Pompeii and Herculaneum.

Students will incorporate historical skills and concepts in both the Year 11 and Year 12 courses. They include; the analysis and use of sources, historical interpretation, historical investigation and research, explanation and communication.

Main Topics Covered:

Year 11 Course

- Investigating Ancient History: The nature of Ancient History
- Features of Ancient Societies: Case Studies (40% of course time)
- Historical Investigation (20% of Course Time)

Year 12 Course

Part I:

Core Study - Pompeii and Herculaneum -25%

Part II:

Ancient personality in the context of their time:

One personality to be studied from the personality options offered in the syllabus – 25%

Part III:

Ancient Societies:

One ancient society to be studied from the ancient societies options offered in the syllabus – 25%

Part IV:

Historical periods:

One historical period to be studied from the historical periods options offered in the syllabus – 25%

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding of course content	40
	Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
	Historical inquiry and research	20
	Communication of historical understanding in appropriate forms	20
		100

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course description:

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of Biology and its significance in finding solutions to health and sustainability issues in a changing world. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

Main Topics Covered:

Year 11 Course

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

Year 12 Course

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

Particular Course Requirements

Both the Year 11 and 12 Biology courses comprise of four modules each. Integrated within each year is a Depth Study which must be allocated 15 hours within the 120 indicative course hours. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. It may be, but is not limited to:

- A practical investigation or series of practical investigations and/or a secondary-sourced investigations.
- Presentations, research assignments or fieldwork reports.
- The extension of concepts found within the course, either qualitatively and/or quantitatively.

Practical investigations are also an essential part of Biology course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies each year.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding of content Skills in working scientifically	40 60
		100

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description:

Business Studies investigates the role of management in, the operations, marketing, finance and human resources in large businesses and the factors in the establishment and operations of a small business. Students investigate contemporary business issues and case studies to provide relevance. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

Main Topics Covered:

Year 11 Course

- Nature of Business (20% of course time)
- Business Management (40% of course time)
- Business Planning (40% of course time)

Year 12 Course

- Operations (25% of course time)
- Marketing (25% of course time)
- Finance (25% of course time)
- Human Resources (25% of course time)

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge	40
	Stimulus based	20
	Inquiry / Research	20
	Communication	20
		100

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course description:

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. It explores the discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes. Furthermore, it focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seeming dissimilar phenomena. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

Main Topics Covered:

Year 11 Course

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

Year 12 Course

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

Particular Course Requirements

Both Year 11 & Year 12 Chemistry courses comprise of four modules each. Integrating within each year is a Depth Study which must be allocated 15 hours. A Depth Study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. It maybe, but is not limited to:

- A practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations
- Presentations, research assignments or fieldwork reports.
- The extension of concepts found within the course, either qualitatively and/or quantitatively.

Practical investigations are also an essential part of the Chemistry course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies each year.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding of content	40
	Skills in working scientifically	60
		100

Community and Family Studies

2 Units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description:

Community and Family Studies explores life issues relevant to all people living in contemporary society. The course draws upon sociology, development psychology, family studies and the student's own experiences. It aims to develop in students the knowledge, skills and attitudes needed to lead responsible and productive lives both now and in the future.

Main Topics Covered:

Year 11 Course

The preliminary course focuses on the individual and their interactions with personal groups, family and community.

Core Strands Resource Management	20%
Individuals and Groups	40%
Families and Communities	40%

Year 12 Course

The HSC course examines how the well-being of individuals, families and communities are affected by sociocultural, economic and political factors.

Core Strands Parenting and Caring	25%
Groups in Context	25%
Research Methodology	25%

Option Strand (One Of)

Individuals and Work	25%
Social Impact of Technology	
Family and Societal Interactions	

Particular Course Requirements:

As part of the HSC, students are required to complete an independent research project on a topic of their choice.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> – Research methodology and skills in researching – Positive Relationships – Range of Societal Factors – Nature of groups, families and communities 	40
	Skills in critical thinking, research methodology, analysing and communicating	60
		100

2 Units for each of Year 11 and Year 12
Board Developed Course

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

Course Description:

Year 11 Course

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

Performance (40%)

Composition (20%)

Appreciation (20%)

Additional (20%)

(to be allocated by the teacher to suit the specific circumstances/context of the class).

Year 12 Course

Students continue common study in the three course components of performance, composition and appreciation and also undertake an in-depth study of dance in one of the major study components, either performance, composition, appreciation or dance and technology.

Particular Course Requirements

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

The published course prescriptions, which may change in total or in part every two years, indicate works to be studied in the HSC course in core appreciation and major study appreciation.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
<p>Core Performance Solo Dance and <i>Interview</i> - 20%</p> <p>Core Composition Solo Composition and <i>Interview</i> Performed by another student - 20%</p> <p>Core Appreciation A Written Examination (One Hour) - 20%</p> <p>Major Study Major Study Performance One Solo Dance and <i>Interview</i> Or Major Study Composition One Dance Composition: Group Dance and <i>Interview</i> Or Major Study-Dance & Technology Option 1: Choreographing the Virtual Body. Presentation of a choreographed work using 3D animation software and <i>Interview</i> Or Option 2: Film and Video. Presentation filmed and edited choreographed work and <i>Interview</i>. - 40%</p>	<p>Core Performance</p> <p>Core Composition</p> <p>Core Appreciation</p> <p>Development of Major Study</p>	<p>20</p> <p>20</p> <p>20</p> <p>40</p>
		100

Design & Technology

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description:

The Year 11 course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, portfolio development, environmental and social issues, communication research, technologies and the manipulation of materials, tools and techniques. The course provides hands-on experiences which develop knowledge and skills in designing and producing.

The HSC course applies knowledge and understanding of designing and producing from the year 11 course. It involves the development and realisation of a Major Design Project and Design Portfolio, a Case Study of an innovation and emerging technology. The Major Design Project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity.

Main Topics Covered:

Year 11 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, Innovation and Emerging Technologies.

Year 12 Course

Innovation and Emerging Technologies, including a case study of innovation. The study of Designing and Producing includes a Major Design Project and Folio. The MDP folio addresses 3 key areas: Project Proposal and Management, Project Development and Realization, and Project Evaluation.

Particular Course Requirements:

In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of two design projects. In the Year 12 course the activities of designing and producing that were studied in the preliminary course are synthesized and applied. This culminates in the development and realization of a Major Design Project, Folio and the presentation of a case study.

Assessment HSC Course

External Assessment	Internal Assessment	Weighting
1 hr 30 mins examination - 40%	Innovation and emerging technologies, including a compulsory case study of an innovation	40
Major Design Project - 60%	Other tasks including written tasks	
	Designing and producing (which may include aspects of the major design project that are not assessed externally).	60
		100

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description:

Students study the practices of making, performing and critically studying in drama. Students engage with these components through collaborative and individual experiences.

Year 11 Course

Content comprises an interaction between the components of improvisation, playbuilding and acting, elements of production in performance and theatrical traditions and performance styles. Learning is experiential in these areas.

Year 12 Course

Australian drama and theatre and studies in drama and theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces.

The group performance, of between three and six students, involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the **Individual Project** students demonstrate their expertise in a particular area. They choose one project from critical analysis **or** design **or** performance **or** script-writing **or** video drama.

Main Topics Covered:

Year 11 Course

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

Year 12 Course

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

Particular Course Requirements:

In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, a published topic list is used as a starting point. The individual project is negotiated between the student and the teacher at the beginning of the HSC Course.

Excursions: Students will be required to attend various performances which will be an added cost.

Assessment HSC Course

External Assessment	Internal Assessment	Weighting
Group presentation (core) - 30%	Australian drama and theatre	30
Individual project - 30%	Studies in drama and theatre	30
A one and a half hour written examination - 40%	Development of group performance	20
	Development of individual project	20
		100

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description:

Economics provides an 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 employment or inflation rates change and how these changes will impact on individuals in society. Economics develops a student's knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Main Topics Covered:

Year 11 Course

- Introduction Economics – 10% of course time
- Consumers and Business – 10% of course time
- Markets - 20% of course time
- Labour Markets – 20% of course time
- Financial Markets – 20% of course time
- Government in the Economy – 20% of course time

Year 12 Course

- The Global Economy – 25% of course time
- Australia's Place in the Global Economy – 25% of course time
- Economic Issues – 25% of course time
- Economic Policies and Management - 25% of course time

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge & Understanding	40
	Stimulus-based skills	20
	Inquiry and research	20
	Communication of economic information	20
		100

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions:

- English Standard
- English EAL/D
- English Studies

Course Description:

In the English Advanced Year 11-12 course, students appreciate, analyse, evaluate and respond imaginatively and critically to literary texts drawn from a range of contexts and cultures, including literature from the past and present and from Australia. Mandatory text types include prose fiction, poetry, Shakespearean drama and digital media/ nonfiction.

Students will engage in many learning experiences that extend and deepen their ability to use language in nuanced, inventive and complex ways to express experiences, ideas and perspectives. They will analyse the different ways texts may reflect, challenge and extend the conventions of other texts.

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

Main Topics Covered:

Year 11 Course:

There is some common content to the English Standard and English Advanced courses, undertaken through a focus area called Reading to Write: Transition to English Advanced.

There are two focus areas specific to the English Advanced course:

- Module A: Narratives that Shape our World
- Module B: Critical Study of Literature

Study of these focus areas allow students to explore, examine and analyse the ways in which texts and contexts shape and different attitudes and values.

Year 12 Course:

The HSC commences with a common focus area: Texts and Human Experiences, which is common to the HSC Standard and HSC Advanced courses. Students analyse and explore a range of texts and ONE prescribed text to compose both creative and critical texts that affirm or challenge ideas, values and perspectives, while reflecting personally.

There are three additional focus areas specific to the English Advanced course:

- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: Craft of Writing

These modules emphasise particular features of writing and texts, raise questions of textual integrity and the ways texts are valued. This study also allows the students the opportunity to respond analytically and experiment in their own writing.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
Paper 1: Texts and Human Experiences. (1 hour 30mins examination)	Knowledge and understanding of the course content	50
Paper 2: Modules. (2 hour examination)	Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes	50
		100

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions:

- English Advanced
- English EAL/D
- English Studies

Course Description:

In the English Standard Year 11-12 course, students study, analyse, respond to and compose texts to broaden their perspectives, access information and assess the reliability of representations. They build their knowledge developed from a range of texts to fulfil a variety of purposes. Mandatory text types include prose fiction, poetry and drama/digital media/nonfiction.

Students will engage in many learning experiences that provide opportunities to appreciate the ways texts convey, interpret, question and reflect opinions and perspectives.

Main Topics Covered:

Year 11 Course

There is some common content to the English Standard and English Advanced courses, undertaken through a focus area called - Reading to Write: Transition to English standard.

There are two focus areas specific to the English Standard Course:

- Module A: Contemporary Possibilities
- Module B: Close Study of Literature

Study of these focus areas sees students explore and examine a range of texts and analyse aspects of meaning.

Year 12 Course

The HSC commences with a common focus area: *Texts and Human Experiences*, which is common to HSC Standard and HSC Advanced courses. Students analyse and explore a range of texts and ONE prescribed text to compose both creative and critical responses while reflecting personally.

There are three additional focus areas specific to the English Standard course.

- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: Craft of Writing

Study of these modules emphasise particular features of texts and allow the students the opportunity to respond analytically and experiment in their own writing.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
Paper 1: Texts and Human Experiences. (1 hour 30mins examination)	Knowledge and Understanding of course content	50
Paper 2: Focus Areas. (2 hour examination)	Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes	50
		100

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions:

- English Advanced
- English Standard
- English EAL/D

Course Description

In the English Studies course, students will have learning opportunities focused on the development of language, literacy and literary skills. The course centres on empowering students to comprehend and interpret the ideas, values, language forms, features and structures of texts. They explore texts from a range of everyday, social, cultural, academic, community and workplace contexts.

English Studies is now a Stage 6 Board Developed Course with an optional HSC examination for those students who want to be eligible for an ATAR.

Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.

Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC. Students will receive an achievement grade from NESAs that reflects their level of completion for this course.

Main Topics Covered

Year 11 Course:

In Year 11 students study the mandatory focus area: Reading to Write: Transition to English Studies. Through this study, students will read a range of literary and non-literary texts in a variety of modes and mediums and use comprehension strategies to improve their understanding and knowledge.

Students will study an additional 2-3 syllabus focus areas, based on their needs and interests.

Year 12 Course:

In the HSC students study the two mandatory focus areas:

1. Narrative and Human Experiences, Students study ONE prescribed text, as well as a range of other texts, to develop their understanding of what narrative is, how it is constructed, how it is represented and how it is part of our world.
2. Writing for Purpose: Students will study at least FOUR short texts to become familiar with how language, vocabulary and sentence structures create meaning. They will have the opportunity to write in a range of everyday, social, cultural, academic, community and workplace contexts.

Students study an additional 2 syllabus focus areas that cover a range of topic areas.

Assessment

English Studies encompasses an internal assessment only. There is an optional Higher School Certificate examination for this subject. Students seeking an ATAR, must sit the examination. Assessment is across the language modes: listening, speaking, reading, writing, viewing & representing.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
Optional HSC written examination. (2.5 hour exam)	Knowledge and Understanding of course content	50
	Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50
		100

English Extension 1

1 Unit for each of Year 11 and Year 12
Board Developed Course

Exclusions:

- English Studies
- English Standard
- English EAL/D

Prerequisite: For students who intend to study the English Extension 1 course, they must also elect to study the English Advanced course.

Course Description:

The English Extension 1 Syllabus provides students who undertake English Advanced with the opportunity to extend their use of language and self-expression in critical and creative ways. Students will engage with increasingly complex concepts from a range of literary contexts to build an appreciation of literature as the expression and construction of culture.

Students will have the opportunity to independently pursue areas of interest with complex texts that challenge them to think critically and creatively about the way literature shapes and reflects the world around us.

In studying this course, students will develop skills to work independently to experiment with language forms features and structures and to engage with complex and abstract thought.

Main Topics Covered:

The Year 11 Extension Course has one mandatory focus area: Texts, Culture and Value. This study involves a related research project.

The English Extension 1 Year 12 Course

The course has one common focus module, Literary Worlds. Students will also study ONE elective from the following:

- Confessional Worlds
- Historical Worlds
- Hybrid Worlds
- Natural Worlds
- Shakespearean

In this elective study, students will study three prescribed texts which must include two extended print texts. Students will also be required to engage in independent reading and research to study at least one related text of their choosing.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A two hour online examination <ul style="list-style-type: none"> - Literary Worlds - Electives 	Knowledge and understanding of complex texts and why they are valued	50
	Skills in complex analysis, sustained composition and independent investigation	50
		100

English Extension 2

1 Unit for Year 12
Board Developed Course

Exclusions:

- English Studies
- English Standard
- English EAL/D

Prerequisite: For students who intend to study the English Extension 2 course, they must also elect to study the Year 12 English Extension 1 course.

Course Description:

In the English Extension 2 Year 12 Course, students who are accomplished English students are empowered to extend their conceptual understanding of the ways literature is read and written, by both engaging with a range of literary texts to deepen understanding of innovative and insightful methods of experimentation, and encouraging them to consider their authorial role as they embark on their Major Work. The focus areas provide students with a rich knowledge base to develop their skills in crafting language and refining their personal voice in critical and creative

Main Topics Covered:

Author and Authority

- Students engage with significant literary thinkers and texts to understand the role that they play in a broader literary context.
- Students develop their understanding of author and authority by exploring ONE author study.

Major Work

Students are required to also undertake a composition process that leads to completion of a Major Work. This Major Work needs to reflect study of English Advanced and English Extension 1.

Students can choose to develop their Major Work in one of the following forms:

- Print Medium - Short Fiction, Critical Response, Poetry, Film, Television or Stage Script, Creative Nonfiction
- Sound Medium – Podcasts: Drama, storytelling, speeches or performance poetry, multimedia.

Particular Course Requirements:

The HSC Extension 2 Course requires students to create a Major Work, which is a sustained, cohesive and extended composition that demonstrates mastery of the composition process. Students will engage in an 'Author and Authority' study, where students learn about how and why the ways we create and read literature have changed over time and evaluate the relationship between texts and literary criticism.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
1 hour 30 minutes online examination <ul style="list-style-type: none"> - Author and Authority - Author Study AND Major Work	Knowledge and understanding of significant literary ideas and approaches. Skills extensive independent investigation analysis, synthesis and sustained composition.	50 50
		100

Enterprise Computing

2 Units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description:

The Enterprise Computing course explores digital systems such as e-commerce platforms, interactive media, user experience, network systems and data enterprise systems. Students have the opportunity to develop systems that cater to a variety of industries where data is collected, analysed and presented as informative platforms used in business and social networks.

The Enterprise Computing course provides opportunities for students to engage in principles of cybersecurity, data science, data visualizations, and intelligent systems.

Year 11 Course

Interactive Media and the User Experience	25%
Networking Systems and Social Computing	35%
Principles of Cybersecurity	40%

Year 12 Course

Data Science	15%
Data Visualisation	25%
Intelligent System	30%
Enterprise Project	30%

Particular Course Requirements

Students will be required to complete an Enterprise Project in Year 12 and will require students to develop a project of their choice based on the knowledge and skills developed in Year 11 and Year 12. Students will need to select an area of interest that addresses an identified real-world problem and apply project-management skills as they develop, document, implement and evaluate their project solution. The Enterprise Project is a mandatory school-based assessment task.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A two and a half hour online examination	Data Science and Visualisation Task	20
	Half Yearly Examination	20
	Enterprise Project	30
	Trial HSC	30
		100

2 Units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description:

The year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influence on food availability and factors affecting food selection.

The HSC course involves the study of sectors, aspects, policies and legislation of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food. It explores the factors impacting food product development and nutritional factors that impact health status within Australia.

Main Topics Covered:

Year 11 Course

Food Availability and Selection	30%	
Food Quality	40%	
Nutrition		30%

Year 12 Course

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

Particular Course Requirements:

It is a mandatory requirement that students undertake practical cooking experiences. Students are required to bring equipment for all practical lessons including wearing an apron. Students are required to pay course fees for this subject.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding of food technology	20
	Skills in researching, analyzing and communicating food issues	30
	Skills in experimenting with and preparing food by applying theoretical concepts	30
	Skills in designing, implementing and evaluating solutions to food situations	20
		100

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description:

Geography provides students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change.

In the Year 11 course, students develop an understanding of the value of a geographical inquiry by conducting a geographical investigation, and investigate natural systems, people, patterns and processes and human-environment interactions.

In the Year 12 course, students use geographical inquiry skills and tools to investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

Main Topics Covered:

Year 11 Course

Earth's natural systems	33% of course time
People, patterns and processes	33% of course time
Human-environment interactions	17% of course time
Geographical Investigation	17% of course time

Year 12 Course

Global sustainability	25% of course time
Rural and urban places	37.5% of course time
Ecosystems and global biodiversity	37.5% of course time

Particular Course Requirements:

Students must complete a Geographical Investigation in the contemporary world in the year 11 course and must also undertake 12 hours of mandatory fieldwork in both the year 11 and year 12 courses.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding of course content	40
	Geographical skills and tools	20
	Geographical inquiry and research, including fieldwork	20
	Communication of geographical information, ideas and issues in appropriate forms	20
		100

Health and Movement Science



2 Units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description:

Health and Movement Science draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement. While there is tremendous opportunity for good health, there are numerous conflicting influences on lifestyle, which are impacting health outcomes. In this syllabus, students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance, and develop the skills to enhance movement for themselves and others throughout their lifetime. (NESA 2024).

The course aims to develop in each student a capacity to think critically about key issues in order to make informed decisions, very valuable skills no matter what their future aspirations.

The course objectives are that students develop:-

- Values and attitudes that promote healthy and active lifestyle and communities
- Knowledge and understanding of factors that affect health
- A capacity to exercise influence over personal and community health outcomes
- Knowledge and understanding about the way the body moves
- An ability to take action to improve participating and performance in physical activity
- An ability to apply the skills of critical thinking, research and analysis.

Main topics covered:

Preliminary course

The Year 11 course comprises 4 components. Students are required to study all 4 components of the course.

- Focus Area 1 - Health for Individuals and Communities - 40hr
- Focus Area 2: The body and mind in motion 40hr
- Collaborative Investigation 20hr
- Depth studies (a minimum of 2) 20hr
- Depth Studies consist of 1 each from FA1 and FA2
- a minimum of 2 Depth Studies
- a total of 20 hours of in-class time allocated in class
- knowledge and understanding, and skill outcomes, to be addressed in each depth study and Collaborative Investigation.

HSC Course

The Year 12 course comprises 3 components. Students are required to study all 3 components of the course.

- Health in an Australian and global context 45hr
- Training for improved performance 45hr

Depth studies (a minimum of 2) 30hrThe requirements for the Depth Studies include:

- a total of 30 hours of in-class time allocated in Health in an Australian and Global Context and/or Training for Improved Performance
- a minimum of 2 Depth Studies
- knowledge and understanding, and skill outcomes, to be addressed in each depth study
- one depth study must be formally assessed as a school-based assessment task.

Particular Course Requirements:

In addition to mandatory Focus Areas to study, students are to complete a minimum of 2 depth studies based on Focus Area 1 and Focus Area 2 in both Year 11 and Year 12 HMS. In year 11 there is an additional Collaborative Investigation Task for students to complete in class time.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding of course content	40
	Skills in critical thinking, research, analysis and communication	60
		100

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Prerequisite: For students who intend to study the History Extension course, they must also be studying EITHER (or both) Year 12 Modern History, and Year 12 Ancient History.

Course Description:

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. History Extension appeals to students who appreciate the intellectual challenge of grappling with an area of debate, and constructing and defending a position through a reasoned and cohesive argument. It offers students the opportunity to work independently and apply the historiographical understanding developed through the course to an individual project of personal interest.

The History Extension course is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community. It fosters the ability of students to approach complex tasks flexibly, analyse and synthesise information from a range of sources and situations, explore a range of perspectives, develop considered responses and reflect on the methodologies with which they engage.

The course is designed for students who have attained a high level of achievement in one or more of the History disciplines in Year 11 and are planning to pursue further study in Humanities based courses offered at the tertiary level.

Main Topics Covered:

1. History Project - Major Work

Students undertake an individual investigative project, focusing on an area of changing historical interpretation. Students must write an essay in the form of an argument in response to a precise question, using historical evidence and sources. The essay must not exceed 2500 words.

2. Constructing History – Key Questions

Students will investigate the construction of history with a focus on historiography.

Students engage in applying significant historiographical ideas and methodologies, which have evolved over time to key historical questions such as: Who are historians? What are the purposes of history? How has history been constructed, recorded and presented over time? Why have approaches to history changed over time?

3. Constructing History – Case Studies

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study with reference to THREE identified areas of debate.

Case studies include ONE of the following choices: Witch Hunts and Witch Trials, Elizabeth I and the Elizabethan Age, Napoleon, John Fitzgerald Kennedy.

Particular Course Requirements:

The HSC History Extension Course requires students to produce a Major Historical Project and complete a 2 hour HSC exam.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A two hour written examination	The History Project – Historical Process	30
	The History Project – Essay	40
	Trial Exam	30
		100

2026 Cookery Course Descriptor SIT20421 Certificate II in Cookery		
<p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i></p>		
<p>Course: Hospitality (Cookery) Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course</p>	<p>HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)</p>	
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery https://training.gov.au/training/details/SIT20421. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p>		
Transferrable industry skills gained in this course		
<ul style="list-style-type: none"> teamwork attention to detail organisational skills 	<ul style="list-style-type: none"> adaptability communication problem solving 	
Examples of occupations in the hospitality industry		
<ul style="list-style-type: none"> assistant cook short order cook 	<ul style="list-style-type: none"> food preparation cook chef 	<ul style="list-style-type: none"> breakfast cook sandwich hand
VET requirements		
<p>Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p>		
HSC requirements		
<p>Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p>		
<p>Consumable costs: Preliminary - \$140 HSC - \$140 Chefs Uniform: approx. \$85</p>	<p>Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>	
<p>A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations</p>		
<p>Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>		

Industrial Technology (Multimedia Technologies)

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: NIL

Course Description:

In Industrial Technology (Multimedia Technologies), students learn about the industrial processes and practices used within the Multimedia industry, as well as developing skills and knowledge through a range of practical projects such as text and graphic design, sound capture and manipulation, video production, special effects, animation and web design. Both the year 11 and HSC courses require students to undertake study in four key areas: Industry Study, Design, Management and Communication, Production and Industry Related Manufacturing Technology.

Main Topics covered include:

Year 11 Course

Industry Study: (15%)

- Structural, technical, environmental and sociological factors, personnel issues, Workplace Health and Safety

Design (10%)

- Elements and principles, types of design, quality, influences affecting design

Management and Communication (20%)

- Development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies

Production (40%)

- Display a range of skills through the construction of a number of projects

Industry Manufacturing Technology (15%)

- Understanding of a range of processes, tools and technologies

Year 12 Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

Industry Study (15%)

- Structural, technical, environmental and sociological factors, personnel issues, Workplace Health and Safety

Major Project (60%)

- Design, Management and Communication
- Production

Industry Related Manufacturing Technology (25%)

- Understanding of a range of processes, tools and new and emerging technologies

Particular Course Requirements

In the Year 11 course, students will undertake a variety of small individual and group projects, developing their knowledge and skills across audio, video, web, animation; and text and graphics. In the HSC year, students will undertake a Major Project, focusing on an area of their choosing, where they will further build upon and develop their skills from year 11 studies. Students are assessed on their skills and abilities in production, as well as project management, design and communication, with the Major Project contributing 60% towards their final HSC results for this subject.

This course is suited to students who are interested in or have a passion for multimedia. Students in this course will examine various roles within industry, including animators, video producers, foley audio artists and game developers. No prior experience in multimedia is required to undertake study within this course.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
Written examination 1hr and 30mins - 40%	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40
Major Project - 60%	Knowledge, skills and understanding in designing, managing, problem-solving, communication and the safe use of manufacturing processes and techniques through the design and production of a quality major project.	60
TOTAL - 100%		
		100

Information and Digital Technology - VET **

2 Units for each of Year 11 and Year 12

Vet Hospitality Curriculum Framework Board Developed VET course

2026 Information and Digital Technology Course Descriptor

ICT30120 Certificate III in Information Technology

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

Course: Information and Digital Technology

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology <https://training.gov.au/training/details/ICT30120>. You will be expected to complete all the requirements for the Registered Training Organisation and NESA. To gain the full qualification you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- using technology to organise information
- creativity
- programming techniques
- critical thinking
- problem solving
- teamwork

Examples of occupations in the information and digital technology industry

- Analyst programmer
- Web Developer
- IT Manager
- Network professional
- Motion Graphics Designer
- Systems Analyst

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirement

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

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

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

Refunds

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

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

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

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

Investigating Science

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description:

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities to engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The course is firmly focused on developing student's investigative and analytical skills, as they provide a foundation for students to value investigations, solve problems, develop and communicate evidence-based arguments, and make informed decisions. The course promotes active inquiry and explores key concepts, models and phenomena and is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

Main Topics Covered:

Year 11 Course

Module 1: Cause and Effect - Observing

Module 2: Cause and Effect – Inferences and Generalisations

Module 3: Scientific Models

Module 4: Theories and Laws

Year 12 Course

Module 5: Scientific Investigations

Module 6: Technologies

Module 7: Fact or Fallacy

Module 8: Science and Society

Particular Course Requirements:

Both Year 11 & Year 12 Investigating Science courses comprise of four modules each. Integrating within each year is a Depth Study which must be allocated 30 hours within 120 indicative course hours. A Depth Study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. It maybe, but is not limited to:

- A practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations.
- Presentations, research assignments or fieldwork reports.
- The extension of concepts found within the course, either qualitatively and/or quantitatively.

Practical investigations are also an essential part of the course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies each year.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding of content	40
	Skills in working scientifically	60
		100

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description:

The Preliminary Course develops students' understanding of the nature and functions of law through the examination of the law-making processes and institutions.

The HSC Course, through the use of a range of contemporary examples, students develop the ability to investigate criminal law, human rights and other legal issues as well as evaluate the effectiveness of the law in achieving justice.

Main Topics Covered:

Preliminary Course

The Legal System	40% of Course Time
The Individual and the Law	30% of Course Time
Law in Practice	30% of Course Time

HSC Course

Crime	30% of Course Time
Human Rights	20% of Course Time
Two Options	50% of Course Time

Options include Consumers, Family, The Global Environment, Indigenous Peoples, Shelter, Workplace and World Order

Key Themes Incorporated Across Topics: the role of the law in encouraging cooperation and resolving conflict, issues of compliance and non-compliance, extent to which the law reflects moral and ethical standards, the role of law reform, the extent to which the law balances the rights of individuals and society, the effectiveness of legal and non-legal measures in achieving justice.

Particular Course Requirements:

No Special Requirements

Assessment HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding	60
	Inquiry and research	20
	Communication of Legal Studies information	20
		100

Mathematics Standard

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description:

The Year 11 Mathematics Standard course is intended for those students have demonstrated sound competency in the skills explored in the Stage 5 Mathematics course. The Mathematics Standard pathway provides students who are not seeking the in-depth algebraic and calculus knowledge of the Advanced course with the opportunity to extend their mathematical skills beyond Year 10 Mathematics. This course focuses on a wide range of application-based problems, predominately in the areas of statistics, finance and measurement. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, and provides a strong foundation for students undertaking further tertiary training in the humanities, business and life science fields.

Main Topics Covered:

Year 11 Course

- Algebra: Formulae and Equations
- Algebra: Linear Relationships
- Measurement: Applications of Measurement
- Measurement: Time and Location
- Financial Mathematics: Earning Money
- Financial Mathematics: Managing Money
- Statistical Analysis: Data Analysis
- Networks: Networks, Paths and Trees

Year 12 Course

- Algebra: Algebraic Relationships
- Measurement: Trigonometry
- Measurement: Rates and Ratios
- Financial Mathematics: Investments and Loans
- Financial Mathematics: Annuities
- Statistical Analysis: Bivariate Data Analysis
- Statistical Analysis: The Normal Distribution
- Statistical Analysis: Relative Frequency and Probability
- Networks: Network Flow
- Networks: Critical Path Analysis

Assessment: HSC Course

Assessment in the HSC course is a comparison between a student's progressive internal assessment result and their HSC Examination performance. The Year 11 course is assumed knowledge and may also be assessed in the HSC examination.

External Assessment	Internal Assessment	Weighting
A two and a half hour written examination accompanied by a formula sheet.	Component A is concerned with assessing a student's content knowledge by demonstrating understanding, fluency and communication.	50
	Component B is focused on assessing a student's ability to problem solve and apply mathematical reasoning and justification.	50
		100

Mathematics Advanced

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description:

The Mathematics Advanced course is intended to give those students who have demonstrated a high level of achievement in with the Year 10 Mathematics Syllabus or have undertaken the Year 10 Advanced Mathematics course an understanding of, and competence in, further algebraic and calculus-based aspects of Mathematics. The calculus concepts that underpin this course form a strong basis for students looking to pursue further studies in science or finance at a tertiary level. Students who require substantial Mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should consider undertaking the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses in Year 12.

Main Topics Covered:

Year 11 Course

- Working with Functions
- Graph Transformations
- Trigonometry and Measure of Angles
- Trigonometric Equations and Identities
- Introduction to Differentiation
- Exponential and Logarithmic Functions
- Probability and Data

Year 12 Course

- Further Graph Transformations and Modelling
- Differential Calculus
- Applications of Calculus
- Integral Calculus
- Sequences and Series
- Financial Mathematics
- Random Variables

Assessment: Year 12 Course

Assessment in the Year 12 course is a comparison between a student's progressive internal assessment result and their HSC Examination performance. The Year 11 course is assumed knowledge and may also be assessed in the HSC examination.

External Assessment	Internal Assessment	Weighting
A three hour written examination accompanied by a reference sheet.	Component A is concerned with assessing a student's content knowledge by demonstrating understanding, fluency and communication.	50
	Component B is focused on assessing a student's ability to problem solve and apply mathematical reasoning and justification.	50
		100

Mathematics Extension 1

1 Unit for each Year 11 and Year 12
Board Developed Course

Exclusions: Students may not study Mathematics Extension 1 if they are following the Mathematics Standard pathway.

Prerequisites: For students who intend to study the Mathematics Extension 1 course, they must also elect to study the Year 11 Mathematics Advanced course.

Course Description:

The content of this course, which includes an in-depth treatment of the whole of the Mathematics Advanced course, indicates that it is intended for students who have demonstrated a high mastery of the skills of Year 10 Mathematics and the Year 10 Advanced Mathematics Course 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 applicable to concurrent studies in science and finance and in the real world. 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.

Main Topics Covered:

Year 11 Course

- Further work with Functions
- Polynomials
- Further Trigonometry
- Permutations and Combinations

Year 12 Course

- Proof of Mathematical Induction
- Introduction to Vectors
- Inverse Trigonometric Functions
- Further Calculus Skills
- Further Applications of Calculus
- The Binomial Distribution and Sampling Distribution of the Mean

Assessment: HSC Course

Assessment in the HSC course is a comparison between a student's progressive internal assessment result and their HSC Examination performance. The Year 11 course is assumed knowledge and may also be assessed in the HSC examination.

External Assessment	Internal Assessment	Weighting
A two hour written examination accompanied by a reference sheet. Mathematics Extension 1 students will also be required to sit either the Mathematics Advanced examination paper OR the Mathematics Extension 2 examination, determined by their pattern of study.	Component A is concerned with assessing a student's content knowledge by demonstrating understanding, fluency and communication. Component B is focused on assessing a student's ability to problem solve and apply mathematical reasoning and justification.	50 50
		100

Mathematics Extension 2

1 Unit for the Year 12 Course
Board Developed Course

Exclusions: Students may not study Mathematics Extension 2 if they are following the Mathematics Standard pathway or only studying the Mathematics Advanced course.

Prerequisites: This course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject. Students who choose to study Mathematics Extension 2 must have completed the Year 11 Mathematics Advanced and Extension 1 courses.

Course Description:

This course offers an extensive preparation for the further study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level of high school Mathematics involving the development of strong manipulative skills and a high degree of understanding of the fundamental ideas of algebra and mathematical calculus. It extends students' knowledge and understanding through exploration of new areas of mathematics not previously seen in the Year 10 or Year 11 Mathematics courses.

Main Topics Covered:

- Introduction to Complex Numbers
- The Nature of Proof
- Further Work with Vectors
- Further Integration
- Applications of Calculus to Mechanics

Assessment: HSC Course

Assessment in the HSC course is a comparison between a student's progressive internal assessment result and their HSC Examination performance. Assessment in this course is based on all topics covered in Year 12.

External Assessment	Internal Assessment	Weighting
<p>The Mathematics Extension 2 paper is a three hour written examination accompanied by a reference sheet.</p> <p>Mathematics Extension 2 students will be required to attempt TWO examination papers: the Mathematics Extension 1 examination paper AND the Mathematics Extension 2 examination paper.</p>	<p>Component A is concerned with assessing a student's content knowledge by demonstrating understanding, fluency and communication.</p>	50
	<p>Component B is focused on assessing a student's ability to problem solve and apply mathematical reasoning and justification.</p>	50
		100

Modern History

2 Units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description:

The preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies.

The HSC course is designed for students to investigate national and international forces for change and continuity in the twentieth century through 3 major studies.

Main Topics Covered:

Year 11 Course

Part I: Investigating Modern History - 50% – Nature of Modern History
- 2 case studies

Part II: Historical Investigation - 20%

Part III: Core Study – The shaping of the Modern World - 30%

Year 12 Course

Part I: Core Study – 25% - Power and Authority in the modern world

Part II: National Study - 25% of course time

Part III: Peace and Conflict - 25% of course time

Part IV: Change in the modern World - 25% of course time

Particular Course Requirements:

The Year 11 Course is a prerequisite for the Year 12 course.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination.	Knowledge and understanding	40
	Source-based skills	20
	Historical inquiry and research	20
	Communication of historical understanding	20
		100

Music 1

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Music 2

Course Description:

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

Main Topics Covered:

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

An instrument and its repertoire	Music of a culture (Year 11 course)
Australian music	Music of a culture (Year 12 course)
Baroque music	Music of the 18 th century
Jazz Medieval music	Music of the 19 th century
Methods of notating music	Music of the 20 th and 21 st centuries
Music and religion	Popular music
Music and the related arts	Renaissance music
Music for large ensembles	Rock music
Music for radio, film, television and multimedia	Technology and its influence on music
Music for small ensembles	Theatre music
Music in education	

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 the musicology (viva voce) elective will prepare a topic for discussion with the visiting markers at the time of the HSC practical examination

Assessment: HSC Course

External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none"> • Core performance (one piece) • A one hour aural exam • Electives 	17.5 30	<ul style="list-style-type: none"> Core Performance Core Composition Core Musicology Aural Electives 	10 10 10 25 45
Three electives from any combination of: <ul style="list-style-type: none"> ○ Performance, or ○ Composition, or ○ Musicology 	17.5 17.5 17.5		
	100		100

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description:

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on the scale of space and time – from nuclear particles and their interactions up to the size and age of the Universe. It focuses on the exploration of models and the analysis of theories and laws, which promotes an understanding of the physical world, how it works, and an appreciation of the uniqueness of the Universe.

Students who study physics use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

Main Topics Covered:

Preliminary Course

Module 1: Kinematics

Module 2: Dynamics

Module 3: Waves and Thermodynamics

Module 4: Electricity and Magnetism

HSC Course

Module 5: Advanced Mechanics

Module 6: Electromagnetism

Module 7: The Nature of Light

Module 8: From the Universe to the Atom

Particular Course Requirements:

Both Year 11 & Year 12 Physics courses comprise of four modules each. Integrating within each year is a Depth Study which must be allocated 15 hours within 120 indicative course hours. A Depth Study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. It maybe, but is not limited to:

- A practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations
- Presentations, research assignments or fieldwork reports.
- The extension of concepts found within the course, either qualitatively and/or quantitatively.

Practical investigations are also an essential part of the Chemistry course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies each year.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding of content	40
	Skills in working scientifically	60
		100

1 Unit for HSC only
Board Developed Course

Exclusions: Students may not study Science Extension if they have not studied a Year 11 Science course. Year 11 Science courses are: Biology, Chemistry, Investigating Science and Physics.

Course Description:

The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of Science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research. They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of Biology, Chemistry, Earth and Environment Science and Physics. In doing this, students extend their knowledge of the discipline/s, conduct further analysis and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal. Through designed and conducting their own scientific research, initially using small data sets, students deepen and build upon their understanding of analyzing and interpreting data

The course is designed for students who have attained a high level of achievement in one or more of the science disciplines in Year 11 and are planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level.

Main Topics Covered:

Students develop a response to a scientific research question that requires the analysis of data from one, or a combination of, the following disciplines:

- Biology
- Chemistry
- Earth and Environment Science
- Physics

At the culmination of this research students will be required to submit a Scientific Research Portfolio and Report.

Year 12 Course

Module 5: The Foundation of Scientific Thinking

Module 6: The Scientific Research Proposal

Module 7: The Data, Evidence and Decisions

Module 8: The Scientific Research Report

Particular Course Requirements:

Throughout the course students select and develop a research question and develop evidence based responses in the form of a Scientific Research Report that is supported by a Scientific Research Portfolio. The Scientific Research Report is a result of the student’s own work and must adhere to the principles and practices of good scholarship. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their scientific research, it must be sensitive to community expectations in relation to the question being interrogated and students must adhere to ethical practices in the collection and analysis of data and publishing results of the scientific research.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A two hour online examination	Communicating Scientifically	30
	Gathering, recording, analysing and evaluating data	30
	Application of scientific research skills	40
		100

Society and Culture

2 Units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Nil

Course Description:

Society and Culture promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse complementary and contrasting viewpoints about people, societies, cultures and environments, and their interactions across time. Society and Culture promotes an awareness of the nature of power and authority, gender, technology, and facilitates intercultural understanding.

Main Topics Covered:

Year 11 Course

The Social and Cultural World – 30% of course time

Personal and Social Identity – 40% of course time

Intercultural Communication – 30% of course time

Year 12 Course – Core Topics

Personal Interest Project – 40% of course time

Social and Cultural Continuity and Change – 20% of course time

2 Depth Studies to be chosen from – 40% of course time

Popular Culture

Belief Systems and Ideologies

Social Inclusion and Exclusion

Social Conformity and Nonconformity

Particular Course Requirements:

In this HSC course there is a research project, worth 40% of the HSC mark. Students select a suitable topic from the course in a personal area of interest. This will involve substantial research and will contain a number of components. This project will be externally marked.

Assessment: HSC Course

External Assessment		Internal Assessment	Weighting
PIP	40%	Knowledge/Understanding	50
HSC Exam (2hrs)	60%	Application/Evaluation	30
		Communication	20
			100

Software Engineering

2 Units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description:

The Software Engineering course enables students to develop an understanding of software engineering in relation to computer science. Students have the opportunity to develop knowledge and skills to develop software applications, web applications and mechatronic systems. The course allows students to use a systematic approach to problem solving when designing creative software solutions.

Students will complete project work and apply their knowledge and skills in:

- Programming fundamentals
- Object-oriented programming languages including Python
- Programming mechatronics
- Secure software architecture
- Programming for the web, including HTML, CSS and SQL
- Software automation

Year 11 Course

Programming Fundamentals	25%
The object-Oriented Paradigm	35%
Programming Mechatronics	40%

Year 12 Course

Secure Software Architecture	15%
Programming for the Web	30%
Software Automation	25%
Software Engineering Project	30%

Particular Course Requirements

Students will be required to complete a Software Engineering Project in Year 12 and will require students to develop a project of their choice based on the knowledge and skills developed in Year 11 and Year 12. Students will need to select an area of interest that addresses an identified real-world problem and apply project-management skills as they develop, document, implement and evaluate their project solution. The Software Engineering Project is a mandatory school-based assessment task.

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
Two and a half hour online examination	Progressive Web Application (PWA)	20
	Half Yearly Examination	20
	Software Engineering Project	30
	Trial HSC Examination	30
		100

2025 Sport Coaching Course Descriptor SIS30521 Certificate III in Sport Coaching	
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>	
Course: Sport Coaching Board Endorsed Course (240 hour) (2 units x 2 years or 4 units x 1 year)	HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching https://training.gov.au/training/details/sis30521. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p>	
Transferrable industry skills gained in this course	
<ul style="list-style-type: none"> • organisational skills • teamwork • using technology to collate data • time management • problem solving • communication 	
Examples of occupations in the sport coaching industry	
<ul style="list-style-type: none"> • sport coaching development officer • sports club administrator • sport journalism • sports therapist • strength and conditioning coach • sport performance researcher 	
VET requirements	
<p>Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p>	
HSC requirements	
<p>Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an `N` determined as required by NESA.</p> <p>External Assessment There is no external assessment (optional HSC examination) for this course.</p>	
<p>Consumable costs: Preliminary - \$nil HSC - \$nil</p> <p>Additional costs may be incurred for First Aid and emergency response training. Cost TBC</p>	<p>Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>
A school-based traineeship is available in this course. For more information:	
<p>Exclusions: Students wanting to complete more than one course in the Sport, Fitness and Recreation Training Package are advised to consult with NESA VET course exclusions. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>	

2 Units for each of Year 11 and Year 12
Board developed course

Exclusions: Nil

Course Description:

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'Body of Work' in the HSC course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The preliminary course is broad, while the HSC course provides for deeper, increasingly more independent 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.

Main Topics Covered:

The Year 11 Course learning opportunities focus on:

- Still Life
- The Portrait
- Street Art

HSC Course learning opportunities focus on:

- How students may develop their own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the art world
- How students may further develop meaning and focus in their work.

Particular Course Requirements:

Year 11 Course

Artworks in at least 2 forms and use of a process diary

A broad investigation of ideas in art criticism and art history

HSC Course

Development of a Body of Work and use of a process diary

A minimum of 5 case studies (4–10 hours each)

Deeper and more complex investigations of ideas in art criticism and art history

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A Written Paper - 50%	Artmaking - body of work	50
Submission Of A Body Of Work - 50%	Art Criticism And Art History	50
		100

Visual Design

2 Units for each of year 11 and year 12
Content-endorsed Course
Non ATAR Course

Course Description:

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product, and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

Students will learn to use Procreate, Adobe Publisher and Adobe Photoshop to produce, enhance and manipulate digital images

Students will use the capabilities of the G-suite tools such as google forms, docs, sheets, sites and slides to collect, present, store and share information.

Students will use graphics tablets, iPads, and DSLR cameras to create and capture imagery.

Students will also use traditional media such as drawing and painting media, ceramic media and various rendering markers.

Main Topics Covered:

The Year 11 Course learning opportunities focus on:

- Commercial design - creating your own brand and recreating a well-known brand
- Graphic Design - creating a psychedelic styled poster
- Product Design - creating a ceramic form that tells a story

Year 12 Course learning opportunities focus on:

- Graphic Design - producing a collection of works to go on the walls of different spaces and places
- Graphic design - creating an illuminated manuscript page
- The additional module, Individual/Collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields of Graphic Design, Wearable Design, Product Design, Interior/Exterior Design.

There is a mandatory WHS module in this course

Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
There is no external assessment in this course	Designed Object Review	25
	Folio and website	30
	Independent Project Proposal	15
	Completed Independent project	30
		100