



# 2025 STAGE 6 COURSE SELECTION GUIDE

SOAR

*SAFETY*

*OWNERSHIP*

*ACHIEVEMENT*

*RESPECT*



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## MESSAGE FROM THE PRINCIPAL

*Dear Parents, Caregivers and Students*

*This senior prospectus provides information relevant to Year 11 students at Lake Macquarie High School in 2025. This document should be read in conjunction with the NSW Education Standards Authority (NESA) booklet 'Studying for the NSW Higher School Certificate', which will be issued to Year 10 students in Term 3.*

*All courses offered by this school are listed, together with an outline of content covered in Year 11 and Year 12. Initial course selections are made in conjunction with student interviews to build knowledge of subject patterns and post school pathways. The interviews, parent and student information sessions and ongoing contact with the school will promote high levels of engagement in your child's HSC. Parents and students are encouraged to carefully read and discuss all the information provided.*

*Following the issue of this booklet, students should also take the opportunity to discuss choices individually with their Year Advisor, Teachers, Head Teachers and our Careers Advisor.*

*It cannot be assumed that all courses listed in this prospectus will run in the year 2025.*

**Please Note:** *Students and parents are reminded that some courses in the senior school incur a charge for consumables. It is the school's expectation that parents will take such charges into consideration when students select their courses. The school requires senior course charges to be paid by Week 6 in Term 1, 2025. Any parent who wishes to inquire about the possibility of student financial assistance may contact the Principal and discuss options in a confidential manner.*



**Brendan Maher**

**Principal**

## From The Year Advisor

*This is an extremely important and challenging time for Year 10 students and their parents and caregivers. We are asking students to think about their future and to consider what they might wish to do when they leave school so that they can make the right decisions for pathways and courses in Stage 6 (Year 11 and 12) of their schooling. Given the uncertain nature of jobs in the future, this is an even more demanding task.*

*We hope that all Year 10 students will undertake this process with enthusiasm, collecting information from a variety of sources to help them arrive at the right decision. We urge students to consider their own needs- **Do Not** choose a course because your friends are taking it or because you might get a certain teacher. All courses require a serious effort for you to successfully complete them.*

*Students, you must think carefully about the kind of future you want to create for yourself. By making the right choices and decisions now, you can set yourself up for the rest of your life, so please consider all options wisely and use all the resources and advice we have to give. Listen, ask questions, seek advice, research, discuss, reflect, think and make informed decisions.*

*We are here to help. So GOOD LUCK Year 10, we look forward to welcoming you into Year 11, in 2025.*

**Mr Bowdidge**

**Year Advisor**

# Course Selection Timeline

Course Information booklet issued

Week 9, Term 2

Subject Expo and Information Evening

June 25<sup>th</sup>, 5-7pm

Student and Parent/Carer Subject Selection Interviews

July 26<sup>th</sup>, Week 1 Term 3

## Course Selections

Course selections will be finalised during student/parent interviews Term 3, Week 1. Students are not guaranteed all their choices. Class formation is dependent on a number of factors including the number of students who have chosen the course and staff and classroom availability.

An electronic pdf version of this booklet and selection form is available on the portal and Facebook page.

## GLOSSARY

ASQA	Australian Skills Quality Authority The body responsible for regulating the standards for VET qualifications in Australia.
ATAR	Australian Tertiary Admission Rank A rank calculated by UAC solely for use by tertiary education institutions to select school leavers for their courses.
BDC	Board Developed Course 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).
BEC	Board Endorsed Course These courses are not examined externally at the end of the HSC course and do not contribute towards the calculation of an ATAR. All Board Endorsed Courses contribute to a student's Higher School Certificate and appear on their HSC RoSA.
LMHS	Lake Macquarie High School
EVET	Externally Delivered Vocational Education and Training VET courses delivered by RTOs other than the Department of Education's RTO (Public Schools, Tamworth)
HSC	Higher School Certificate
LLN	Language, literacy and numeracy - the ability to speak listen, read and write in English, and to use mathematical concepts.
Minimum Hours	A minimum of 100 hours must be completed in each course (about 85% of the NESA recommended time). Students must ensure that their attendance meets this requirement.

NESA	<p>NSW Educational Standards Authority</p> <p>NESA replaced BOSTES in January 2017. It is responsible for school curriculum, assessment, and teaching and regulatory standards in NSW schools.</p>
Pathway Pattern of Study	<p>A Preliminary/HSC pattern of study extended over more than the usual 2 years.</p> <p>It is possible to accumulate the Preliminary/HSC units over a period of up to 5 years.</p>
Pattern of Study	The courses being studied.
RoSA	<p>Record of School Achievement.</p> <p>Students leaving school before the completion of the HSC receive a RoSA.</p>
RTO	Registered Training Organisation.
SBAT	School Based Apprenticeship or Traineeship.
UAC	University Admissions Centre (NSW).
Units	<p>All courses are of 1, 2, 3 or 4 unit value. Most courses are 2 units per year.</p> <p>1 unit = 60 hours lesson time = 50 marks</p> <p>2 units = 120 hours lesson time = 100 marks</p>
VET	<p>Vocational Education and Training</p> <p>VET courses are relevant to industry needs and have clear links to post-school destinations. Students are able to achieve an ASQA Statement of Attainment, Certificate I, II or III depending on the course studied AND a HSC.</p> <p>At the end of the course students are reported as having <i>Achieved</i> or <i>Not Achieved</i> each unit of competency delivered.</p> <p>Students studying VET courses are able to sit an optional HSC exam for the purpose of calculating an ATAR. This is separate to the achievement of units of competency and the qualification.</p>

# Choosing Courses – some things to think about...

1

**Do I have an interest in the subject matter of the course?**

*You will be **motivated to perform your best** when you have a real interest in the course content and have a desire to achieve the course outcomes.*

2

**Do I have the assumed knowledge and level of skill recommended to be successful in the course?**

*Do I have the **ability and level of skill** to cope with the demands of this course? If there is doubt in your mind, discuss your concerns with a teacher who knows you and who has some experience in teaching that course.*

3

**Will this course help prepare me for a particular occupation, career path or tertiary program of study?**

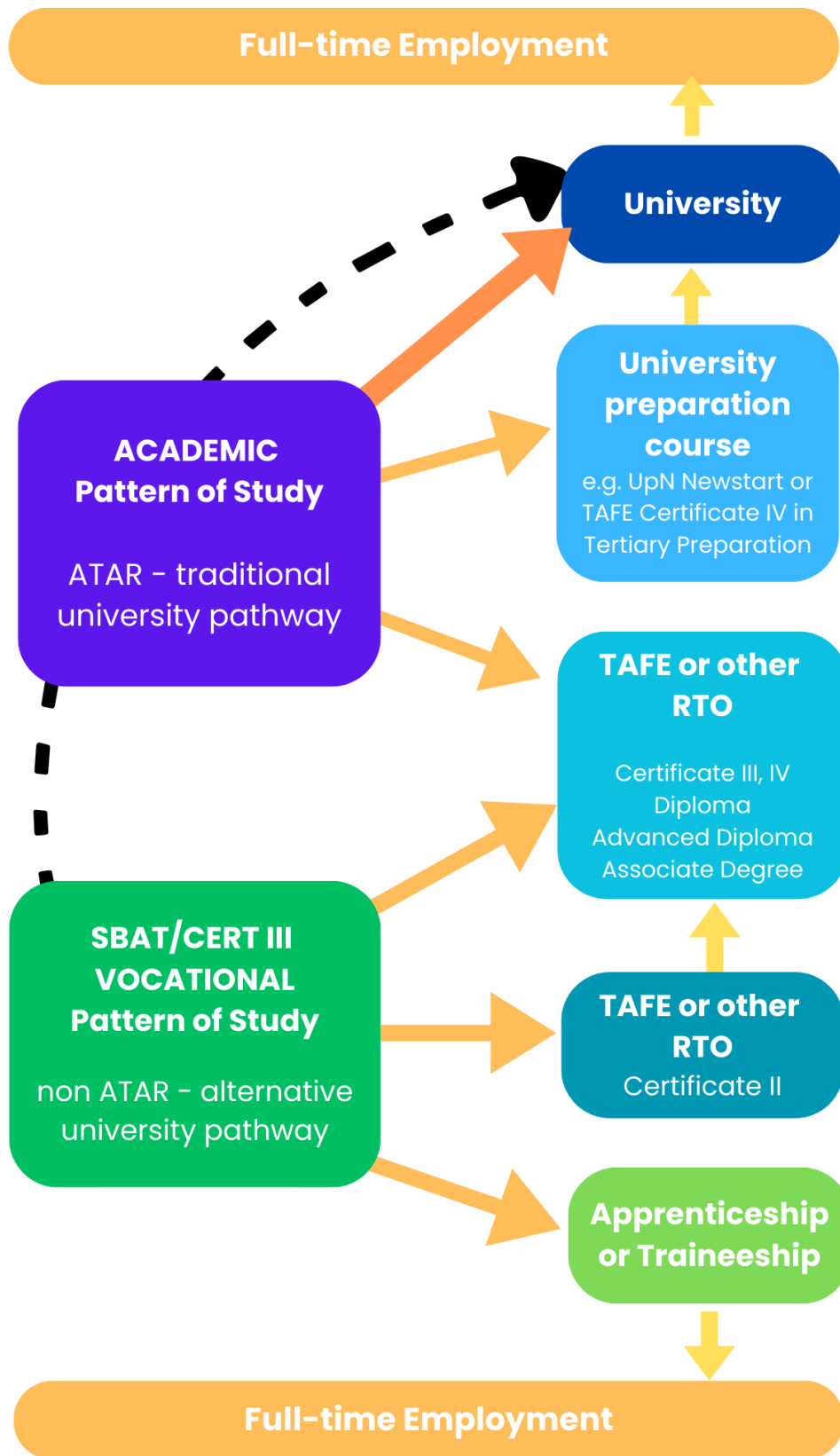
## Students may choose courses that form either:

- an academic pattern of study that offers a direct pathway to university study via the ATAR, or
- a vocational pattern of study offering a pathway to further education and/or employment.





# Career and Study Pathways from the HSC



## ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE (HSC)

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

- Satisfactorily complete Years 9 and 10 or obtain equivalent qualifications recognised by NESA.
- Attend a government school, an accredited non-government school, a NESA recognised school outside of NSW, or a TAFE college.
- Successfully complete the HSC: [All My Own Work program](#) (or its equivalent) before submitting any work for Preliminary or HSC courses. You do not need to do it if you're only enrolled in Year 11 and Year 12 Life Skills courses.
- Satisfactorily complete the required courses as part of the specified study patterns.
- Sit for and make a serious attempt at HSC examinations as required.
- Meet the [HSC minimum standard](#) of literacy and numeracy within 5 years of starting your HSC course.

## RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The RoSA is a cumulative credential for students who leave school before completing their Higher School Certificate. Students are awarded a grade (A-E) at the completion of Stage 5 (Year 10) and the Preliminary course (Year 11). The RoSA lists all mandatory Stage 5 and, where applicable, Stage 6 courses completed by the student along with the grade awarded. It also shows courses commenced but not completed, any minimum standard literacy and numeracy test results (if sat) and the date of leaving school. The RoSA provides a complete record of student participation and achievement from Year 10 until they leave school.

**To be eligible for a RoSA, students must have:**

- completed the mandatory curriculum requirements for Years 7 to 10
- completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- left the schooling system after completing Year 10 but before completing the HSC
- complied with the requirements from the [Education Act](#).

### Receiving the RoSA

- Schools are responsible for nominating a student for a RoSA through the enrolments section in [Schools Online](#).
- Once schools have finalised the requests, the student can download the RoSA from their Students Online account.
- Students cannot make a request for a RoSA, it must come from their school.
- Schools are able to generate an eRecord and check the student's course information is correctly recorded. Students can use the eRecord as an interim result report until the formal RoSA credential is available for download from their Students Online account.
- At any time, all students in Years 11 and 12 can access an online eRecord via their Students Online account. They can show the online eRecord to potential employers when seeking casual work or enrolling in training courses.
- Students who remain at school to complete their HSC will not receive a RoSA.

## HSC REQUIREMENTS

This is your introduction to the HSC and the many options now available. More information is contained on the following NESA website: <https://www.nsw.gov.au/education-and-training/nesa/hsc/subject-selection>

### To qualify for the Higher School Certificate students must complete 22 units of study

You must satisfactorily complete:

- A Preliminary (Year 11) pattern of study that includes at least 12 units
- A HSC (Year 12) pattern of study that includes at least 10 units.

Both the Preliminary and HSC patterns of study must include at least:

- 6 units from Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses with 2 or more units (either Board Developed or Board Endorsed Courses)
- Four (4) subjects
- A maximum of 6 units from science courses in Year 11 and 7 units from science courses in Year 12.

Some courses have specific rules and prerequisites. For instance, while you can include 2 units of English Studies in your 6 units of Board Developed Courses, it will only count towards your ATAR if you sit the optional HSC examination.

## REQUIREMENTS FOR THE AWARD OF THE HSC

### Preliminary Course

The Preliminary course is studied in Year 11 until the end of Term 3. To satisfactorily complete the minimum 12 units of study, a student must:

- ✓ Complete classwork, tests and homework to a level which meets the designated outcomes of the course
- ✓ Complete the prescribed assessment tasks
- ✓ Have a record of attendance in each subject that allow the outcomes of the course to be met (approximately 85 – 90% attendance)
- ✓ Complete the DoE Mandatory Life Ready course (minimum 25 hours)

Content covered in all Year 11 courses is a prerequisite for HSC courses but is not necessarily examined in the final HSC examination.

Class teachers may rule that a student has not met the course outcomes. In this case, a non-completion determination (N-Award) will be given.

### HSC Course

The HSC course commences in Term 4 of Year 11. The requirements are the same as for the Preliminary course. School-based assessment tasks will contribute 50% of the HSC mark. The other 50% will come from the HSC examination.

## UNIVERSITY ENTRY – WHAT IS THE ATAR?

ATAR stands for Australian Tertiary Admission Rank. It is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group in NSW (i.e. all 16 to 20 year olds). An ATAR of 80.00 means you are 20% from the top of your age group (not your Year 12 group).

The average ATAR is usually around 70.00. In NSW, the ATAR is calculated and released by UAC (University Admissions Centre).

**To be eligible for an ATAR students must complete at least 10 units of HSC courses. These courses must include at least:**

- ✓ 10 units of HSC Board Developed Courses
- ✓ 2 units of English
- ✓ Three HSC Board Developed Courses of 2 units or greater
- ✓ Four subject areas.

*ATAR courses are those developed by NESA for which there are formal examinations that yield graded assessments. These are the only courses that can be used to calculate your ATAR.*

Your ATAR is then calculated from your:

- Best 2 units of English
- Best 8 units from your remaining units.

### **The difference between HSC subject areas and courses**

Within a HSC subject area (e.g. mathematics) there may be a number of courses (e.g. Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2).

If a student studies, for example, Mathematics Extension 1, Mathematics Extension 2, English Advanced, English Extension 1 and Biology they will not meet the four subject area requirements because they have only studied three subject areas: Mathematics, English and Biology.

## HSC MINIMUM STANDARDS

<https://www.nsw.gov.au/education-and-training/nesa/hsc/minimum-standard>

You need reading, writing and mathematics skills to be successful in everyday life after school. That's why you're required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC).

To show you meet the standard you need to achieve Level 3 or 4 in the following:

- pass the online reading test and
- pass the online writing test and
- pass the online numeracy test.

The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and mathematics skills needed for everyday tasks and future learning after school. This means that you will have the skills to do things like follow safety instructions in equipment manuals, understand a mobile phone plan and write a job application.

Students will not be excluded from sitting for their HSC exams if they have not met the standard.

Students who sit for the HSC exams without meeting the standard will have their results recorded on the Record of School Achievement (RoSA) and can still receive an ATAR for university entry.

Students who leave school and have not met HSC eligibility requirements will, if eligible, receive a Record of School Achievement (RoSA), or a Transcript of Study. Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with a Higher School Certificate testamur and have their results re-issued on a Record of Achievement.

## ALL MY OWN WORK

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

Students must apply the principles and practices of good scholarship to their HSC studies. As a prerequisite to enrolment in Year 11 courses students are required by NESA to complete the HSC: All My Own Work Program.

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

This program is delivered in Year 10 and is designed to help students follow the principles and practices of good scholarship; to understand and value ethical practices when locating and using information. The programs modules are:

- Module one: Scholarship Principles and Practices
- Module two: Acknowledging Sources
- Module three: Plagiarism
- Module four: Copyright
- Module five: Working with others

Each module includes information, scenarios, strategies, recommended resources and a quiz.

## CATEGORIES OF COURSES OFFERED AS A PART OF THE HSC

<p><b>Board Developed Courses</b></p> <p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>• General education courses</li> <li>• VET Industry Curriculum Framework Courses</li> <li>• Life Skills courses (not examined)</li> </ul>	<ul style="list-style-type: none"> <li>• Have a formal external HSC examination at the end of Year 12.</li> <li>• Final HSC mark is calculated using a 50:50 combination of a student's examination mark and school-based assessment mark.</li> <li>• Provide a good grounding for university study.</li> <li>• A minimum of 10 units from this category, in both years, are required to be eligible for an ATAR.</li> </ul>
<p><b>Board Endorsed Courses</b></p> <p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>• VET Board Endorsed Courses</li> <li>• Content Endorsed Courses</li> <li>• School Developed Board Endorsed Courses</li> <li>• University developed Board Endorsed Courses</li> </ul>	<ul style="list-style-type: none"> <li>• Count towards the HSC but not an ATAR.</li> <li>• Do not have a formal external exam at the end of Year 12.</li> <li>• Assessed by in-school assessment tasks.</li> <li>• A mark is provided to NESA by the school based entirely on the student's work and efforts in the course.</li> </ul>
<p><b>Vocational Education and Training (VET) Courses</b></p>	<ul style="list-style-type: none"> <li>• Count towards the HSC and Australian Qualifications Framework (AQF) VET qualification.</li> <li>• Recognised by industry and employers throughout Australia.</li> <li>• Board Developed VET courses have an optional HSC examination.</li> <li>• The result in the HSC exam may count toward an ATAR.</li> <li>• VET courses can be studied either at school or through TAFE NSW and other training providers.</li> <li>• Some VET courses require a minimum number of hours in the workplace.</li> </ul>
<p><b>EVET courses</b> (Externally delivered VET course)</p> <p><i>Applied for separately through the EVET Tool. Students can study only one EVET course.</i></p>	<ul style="list-style-type: none"> <li>• Are externally delivered VET courses endorsed by NESA and are delivered by registered training organisations (RTOs) external to the school.</li> <li>• Must be applied for by the school.</li> <li>• Some courses may lead to direct entry in a related university course.</li> </ul>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/nsw-curriculum-syllabuses>

## VOCATIONAL EDUCATION AND TRAINING (VET)

VET courses are relevant to industry needs and have clear links to post-school destinations. These courses enable students to achieve an ASQA Statement of Attainment, Certificate I, II or III, depending on the particular course studied, and contribute units towards the HSC.

A student is assessed for competency against standards set by industry for skill performance. At the end of the course students are reported as having *Achieved* or *Not Achieved* each unit of competency delivered.

Students studying Board Developed VET courses are able to sit an optional HSC exam for the purpose of calculating an ATAR. This is separate to the achievement of units of competency and the ASQA qualification.

### Board Developed VET courses delivered at Lake Macquarie High School:

- Construction
- Hospitality - Food and Beverage

## SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBATs)

A school-based apprenticeship or traineeship provides a student with the opportunity to attain a nationally recognised VET Certificate II or Certificate III qualification as well as their Higher School Certificate (HSC) and **gain valuable work skills and experience through paid employment** that will improve their future employment prospects.

A SBAT combines paid work, formal training and school. School-based apprentices undertake the first stage of their apprenticeship training before the end of the HSC year. After completing the HSC, the apprentice will have between two and three years of full-time employment as an apprentice, depending on the qualification. School-based trainees complete their traineeship by the end of their HSC year.

While at school, the school-based apprentice or trainee must complete a minimum of 100 days of paid employment. This is the equivalent of one day per week work, while studying for their HSC. The formal training generally contributes a minimum of 4 units towards the HSC (2 units in Year 11 and 2 Units in Year 12). They may also enrol in the Board Endorsed 2-unit course, Industry-Based Learning, which can contribute up to four (4) additional units toward the HSC. Assessment of these units is based on evidence of industry-based skills built up through the paid work component as an apprentice or trainee during the HSC years.

Completion of an SBAT involving a full qualification Certificate III can support a direct entry to university. Currently a Certificate III gives students equivalent to a 67 ATAR selection rank.

Students are responsible for catching up on schoolwork missed while attending work. Although we do our best to arrange a student's timetable to minimise disruption to school courses, students will miss some classes <https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/getting-started>. For more information and to express an interest in becoming a school-based apprentice or trainee please see our Careers Adviser Mr Erich.

SBATS are available in a wide range of vocational fields - a selection is listed below.

<ul style="list-style-type: none"><li>• Business Administration</li><li>• Business Services</li><li>• Financial Services</li><li>• Individual Support (Aging)</li><li>• Health Services Assistance</li><li>• Early Childhood Education and Care</li><li>• Fitness</li></ul>	<ul style="list-style-type: none"><li>• Aeroskills</li><li>• Automotive Body Repair Technology</li><li>• Automotive Servicing Technology</li><li>• Construction</li><li>• Metal and Engineering</li><li>• Electrotechnology</li><li>• Electronics</li></ul>	<ul style="list-style-type: none"><li>• Warehousing Operations</li><li>• Community Pharmacy</li><li>• Hairdressing</li><li>• Hospitality</li><li>• Retail Services</li><li>• Floristry</li><li><i>and many more</i></li></ul>
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### Course Notes

**Project Work** – several subjects include a requirement for the development of **project work** for either internal or external assessment, for example, Visual Arts, Drama, Industrial Technology, Community and Family Studies, Society and Culture and English Extension 2. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

**History Extension** is a one-unit course available to students in Year 12 who are studying either the Ancient History course or the Modern History course.

**Science** – a maximum of six units in Year 11 and seven units in Year 12 of Board Developed Science courses can contribute to the HSC.

**Science Extension** is a one-unit course available to students in Year 12 who are studying one or more of the science courses e.g. Biology, Physics, Chemistry or Investigating Science.

### Course Selections

If you are considering going to university when you complete your HSC it is important to consider if there are any prerequisites or assumed knowledge required to get you into your preferred course/s.

#### Prerequisites – *a must have HSC course*

These are HSC courses you **must** have completed, or achieved a specific result in, to be offered a place in a university course (course prerequisites) or a subject within that course (subject prerequisites).

#### Assumed Knowledge – *prepares you for success*

Some universities assume you have knowledge of specific NSW HSC courses or equivalent before beginning your course. If you do not have the assumed knowledge but have met the admission requirements you can still be selected for the course, but you may have some difficulty coping with your studies.

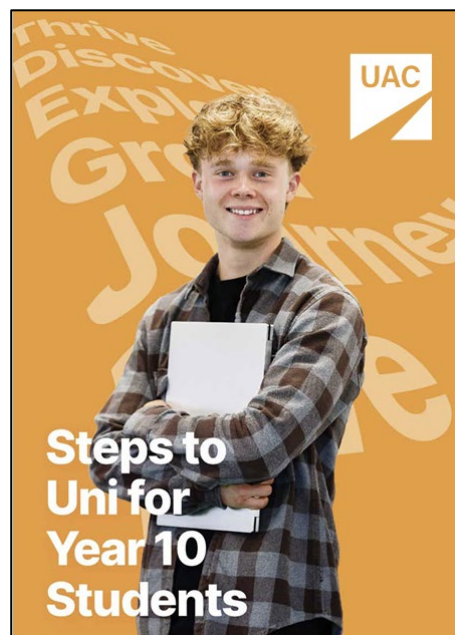
#### Recommended Studies – *nice to have but not essential*

NSW HSC courses that universities suggest will help you in your chosen degree. However, if you haven't studied these courses your chances of selection are not affected.

Refer to the booklet below from the University Admissions Centre (UAC) for more specific information about course requirements for NSW and ACT institutions.

[Year 10 Booklet 2027](#)

[UAC School Resources](#)





## COURSES ON OFFER AT LMHS

ENGLISH	CAPA	HSIE	MATHEMATICS	PDHPE	SCIENCE	TAS
<b>BOARD DEVELOPED COURSES</b>						
English Studies 2 Units	Drama 2 Units	Ancient History 2 Units	Standard Mathematics 2 Units	Community and Family Studies 2 Units	Biology 2 Units	Design and Technology 2 Units
English Standard 2 Units	Music 1 2 Units	Business Studies 2 Units	Advanced Mathematics 2 Units	Health and Movement Science 2 Units	Chemistry 2 Units	Engineering Studies 2 Units
English Advanced 2 Units	Visual Arts 2 Units	Geography 2 Units	Mathematics Extension 1 1 Unit (Yr11)		Investigating Science 2 Units	Industrial Technology – <i>Products &amp; Furniture Technologies</i> 2 Units
English Extension 1 1 Unit (Yr11)		Modern History 2 Units	<i>Mathematics Extension 2</i> 1 Unit (Yr12)		Physics 2 Units	
<i>English Extension 2</i> 1 Unit (Yr12)		Society and Culture 2 Units			Earth & Environmental Science	
		<i>History Extension</i> 1 Unit (Yr12)				
<b>VET COURSES</b>						
						Hospitality (VET) 2 Units
						Construction (VET) 2 Units
<b>BOARD / CONTENT ENDORSED COURSES</b>						
		Work Studies 2 Units	Numeracy 2 Units	Sport, Lifestyle and Recreation Studies 2 Units		

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# BOARD DEVELOPED COURSES

- have a formal external HSC exam at the end of Year 12
- final HSC mark is calculated using a 50:50 combination of the student's external HSC examination mark and school-based assessment mark
- provide a good grounding for university study

**Students need a minimum of 10 units of Board Developed Courses to qualify for an ATAR**

## ENGLISH

Language shapes our understanding of ourselves and our world. It is the main way we relate to others and is at the heart of human intellectual, social and emotional development. For these reasons **English is a mandatory** subject from Kindergarten to Year 12 in the NSW curriculum.

To **qualify for a HSC**, students must complete **at least 2 units of an English course** in both their Year 11 and Year 12 Patterns of Study.

### What English Course should I select?

#### English Advanced 2 unit

- aimed at the top 10% of students in the state
- Ideal preparation for university, with a strong focus on extended writing
- Focuses on sophisticated literature across prose, film and poetry, and a compulsory study of Shakespeare
- Is required for students who wish to complete Extension 1 or Extension 2

#### English Standard 2 unit

- ✓ Most common course
- ✓ Blend of texts (film, prose, poetry) with important skills such as reading and extended responses
- ✓ Is good preparation for university or TAFE

#### English Studies 2 unit

- ideal for students who require more practical English skills
- is the preferred course for students entering the workforce or vocational training
- Does not qualify for an ATAR unless the optional HSC exam is completed.

### English Extension - 1 unit (Yr 11)

ideal for students wishing to complete tertiary studies in literature or the humanities

ideal for students with a passion for the subject and for literature in all its forms

Requires extensive critical reading and independent investigation

### English Extension 2 - 1 unit (Yr 12)

Ideal for students who wish to compose their own substantial text (major work) across a chosen form

Ideal for students with a passion for literature and a particular form

Requires intensive interaction with other works and sophisticated levels of wide reading

Begins in Year 12 and students must concurrently study Extension 1

## BOARD DEVELOPED COURSES (BDC)

### English Advanced

2 units

In this course students explore the ways that events, experiences, ideas, and processes are represented in and through texts. It requires students to analyse and evaluate texts through critical readings. Students will further develop their skills in reading, writing, listening, speaking, viewing and representing.

*Additional information:* All students in Standard and Advanced English will study a common course initially. The courses will be differentiated to cater for the learning of all students. *Students who wish to study English Extension must select English Advanced.*

Make Meaning through Language	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• Reading to Write (common module)</li> <li>• Narratives that Shape our World</li> <li>• Critical Study of Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Texts and Human Experiences</li> <li>• Textual Conversations</li> <li>• Critical Study of Literature</li> <li>• The Craft of Writing</li> </ul>
<p><i>Students will study a range of text types drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. One text will be a <b>Shakespearean drama</b>. Students need to support their study of texts with their own wide reading.</i></p>	<p><i>Students will study four prescribed texts closely, one drawn from each of the following categories: • <b>Shakespearean drama</b> • prose fiction • poetry OR drama</i></p>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017>

### English Standard

2 units

In this course students explore the ways in which events, experiences, ideas and processes are represented in and through texts. The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning. Students will further develop their skills in reading, writing, listening, speaking, viewing and representing.

*Additional information:* All students in Standard and Advanced English will study a common course initially. The courses will be differentiated to cater for the learning of all students.

Make Meaning through Language	
Year 11 Course modules	Year 12 Course modules
<p>Reading to Write – Transition to Senior English (common module)</p> <p>Module A: Contemporary Possibilities Module</p> <p>Module B: Close Study of Literature</p>	<p>Texts and Human Experiences (common module)</p> <p>Module A: Language, Identity and Culture</p> <p>Module B: Close Study of Literature</p> <p>Module C: The Craft of Writing</p>
<p><i>Students will study ONE complex multimodal or digital text in Module A and ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text. Students need to support their study of texts with their own wide reading.</i></p>	<p><i>Students are required to closely study three prescribed texts, one drawn from each of the following categories: • prose fiction • poetry OR drama • film OR media OR nonfiction</i></p>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017>

## BOARD DEVELOPED COURSES (BDC)

### English Studies

2 units

The English Studies course supports students in developing proficiency in English to enhance their personal, social, and vocational lives. It offers students a comprehensive language experience designed to further develop their skills in reading, writing, listening, speaking, viewing and representing. English Studies addresses the needs of students following a vocational pathway.

*Additional Information:* in Year 12 students will complete the mandatory common module, Texts and Human Experiences, as their first unit of work, giving students the opportunity to sit the optional HSC examination and have the course contribute to an ATAR, if they wish.

Make Meaning through Language	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• Achieving through English: English in education, work and community</li> </ul>	<ul style="list-style-type: none"> <li>• Texts and Human Experiences (common module)</li> </ul>
<p><i>Students study a selection of other modules.</i></p>	

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017>

### English Extension

1 unit

English Extension is for students with an interest in literature and a desire to pursue specialised study of English. Students explore ideas of value and consider how they arise and why some texts are considered culturally significant. It provides students who are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways.

All English Extension courses are 1 unit and **can only be studied with English Advanced**. The Preliminary English Extension course is a prerequisite for the two HSC Extension courses. Students can choose to study Extension 1 *or* Extension 1 and 2 in addition to English Advanced in their Year 12 pattern of study.

English Extension - Year 11 Course	English Extension 1 - Year 12 Course
<ul style="list-style-type: none"> <li>• Texts, Culture and Value</li> <li>• Related research project</li> </ul>	<ul style="list-style-type: none"> <li>• Literary Worlds with ONE elective option</li> </ul>
<p>Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.</p>	<p>Students study at least THREE texts selected from a prescribed text list for the module study. Students are required to study at least TWO related texts</p>

English Extension 2 - Year 12 Course	
<ul style="list-style-type: none"> <li>• The Composition Process</li> <li>• Major Work</li> <li>• Reflection Statement</li> <li>• The Major Work Journal</li> </ul>	<p>Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.</p>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017>

## BOARD DEVELOPED COURSES (BDC)

### Ancient History

2 units

Ancient History enriches student's appreciation of humanity, introducing them to a range of cultures and beliefs, and the origin and influence of ideas, values and behaviours that are still relevant in the modern world.

Students develop critical thinking skills - interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments as they investigate themes, people and events of the ancient world. Students learn to analyse and challenge accepted theories and interpretations, especially in the light of new evidence or technologies and gain an understanding of the nature of conservation and preservation of the past.

Historical Concepts and Skills	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"><li>Investigating Ancient History</li><li>Case Studies: Troy and Persepolis</li><li>Features of Ancient Societies: Death and Funerary Customs in Old Kingdom Egypt and Weapons and Warfare in Assyria</li><li>Historical Investigation – Student Research project</li></ul>	<ul style="list-style-type: none"><li>Core Study: Cities of Vesuvius – Pompeii and Herculaneum</li><li>Ancient Societies – Sparta to the Battle of Leuctra 371 BC</li><li>Personalities in their Times – Alexander the Great</li><li>Historical Periods – The Greek World: 500-440 BC</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017>

### Biology

2 units

Biology is the branch of science concerned with the study of living things – their structure, function, and interrelationships. It explores the organisation of life, from the molecular level to the system levels of organisational structure and function, which exhibit evolution as a common source of unity and diversity. It includes developing an understanding of the interactions within and between organisms and their environment.

Working Scientifically Skills	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"><li>Cells as the Basis for Life</li><li>Organisation of Living Things</li><li>Biological Diversity</li><li>Ecosystem Dynamics</li></ul>	<ul style="list-style-type: none"><li>Heredity</li><li>Genetic Change</li><li>Infectious Disease</li><li>Non-Infectious Disease and Disorders</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017>

## BOARD DEVELOPED COURSES (BDC)

### Business Studies

2 units

The Business Studies course encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.

Research assignments and case studies analysing contemporary business strategies provide rigor and depth that lays an excellent foundation for students in tertiary study and/or future employment.

Year 11 Course topics	Year 12 Course topics
<ul style="list-style-type: none"><li>• Nature of Business</li><li>• Business Management</li><li>• Business Planning</li></ul>	<ul style="list-style-type: none"><li>• Operations</li><li>• Marketing</li><li>• Finance</li><li>• Human Resources</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

### Chemistry

2 units

Chemistry is the branch of science concerned with the composition of substances, the nature of matter and materials, and the interaction between substances. The emphasis of this course is on the impact of chemistry on our everyday lives. Students will investigate the physical and chemical properties of a wide range of substances, their reactions and processes. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

Working Scientifically Skills	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"><li>• Properties and Structure of Matter</li><li>• Introduction to Quantitative Chemistry</li><li>• Reactive Chemistry</li><li>• Drivers of Reactions</li></ul>	<ul style="list-style-type: none"><li>• Equilibrium and Acid Reactions</li><li>• Acid/base Reactions</li><li>• Organic Chemistry</li><li>• Applying Chemical Ideas</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017>

## BOARD DEVELOPED COURSES (BDC)

### Community and Family Studies

2 units

This course focuses on the individual and their interactions with personal groups, family and the community. It looks at how the wellbeing of individuals, families and communities is affected by broader societal influences and how effective social structures are developed.

The course will challenge and extend students of all ability levels. Students participate in discussion, small group and individual learning experiences. Excursions provide students with opportunities to deepen their understanding of how specific groups have their needs met. The skills of inquiry and investigation are particularly important, given the ever-changing nature of society. Students complete a mandatory Independent Research Project in the HSC course.

Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"><li>• Resource Management</li><li>• Individuals and Groups</li><li>• Families and Communities</li></ul>	<ul style="list-style-type: none"><li>• Research Methodology</li><li>• Groups in Context</li><li>• Parenting and Caring</li><li>• Individuals and Work</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus>

### Design and Technology

2 units

The Design and Technology course enables students to:

- Develop the design process skills of research, innovation, practical problem solving, and evaluation
- Find out about technologies used to produce objects in modern industry
- Learn how industries are set up and managed
- Develop the documentation skills to produce design folios
- Learn the skills to manage and produce a major project of their own design
- Understand the relationship between design, technology, society and the environment

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"><li>• Designing and Producing</li><li>• Minimum of two design projects</li><li>• Study historical and cultural influences on design.</li></ul>	<ul style="list-style-type: none"><li>• Innovation and Emerging Technologies</li><li>• Designing and Producing</li><li>• Major work – can be a product, a system or an environment<ul style="list-style-type: none"><li>• Major work makes up 60% of the HSC external examination mark.</li><li>• includes design folio documenting the complete process – proposal, project management, development, realisation and evaluation.</li></ul></li><li>• Student is not restricted in the type or combination of materials they use for their major work.</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/design-and-technology-syllabus>



## BOARD DEVELOPED COURSES (BDC)

### Drama

2 units

Drama will develop the talents and capacities of students – physical, emotional, intellectual, social and creative – as well as developing self-confidence and self-esteem. It will provide opportunities for students to develop a range of skills and the opportunity to concentrate on areas of personal interest. It is designed for students who have completed the Stage 5 Drama course and for those who are studying Drama for the first time.

The Preliminary Course informs learning in the HSC Course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

Preliminary Course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

Year 11 Course components	Year 12 Course components
<p><i>Components are interrelated and are taught in an integrated program of study</i></p> <ul style="list-style-type: none"> <li>• Improvisation, Play building, Acting</li> <li>• Elements of Production in Performance</li> <li>• Theatrical Traditions and Performance Styles</li> </ul>	<ul style="list-style-type: none"> <li>• Australian Drama and Theatre</li> <li>• Studies in Drama and Theatre</li> <li>• Group Performance</li> <li>• Individual Project</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus>

### Earth and Environmental Science

2 units

Earth and Environmental Engineering is a scientific discipline that focuses on the Earth's physical characteristics, including the origins of minerals, tectonic movements, and the human impact on Earth's resources and surface. It examines the interplay between plate tectonics, water formation, and the introduction of life with the atmosphere, hydrosphere, lithosphere, and climate. This field also involves investigating natural hazards, mitigating their effects, and managing resources, emphasizing the importance of sustainability for the long-term well-being of our planet and all life forms that depend on it.

Working Scientifically Skills	
Year 11 Course Modules	Year 12 Course Modules
<ul style="list-style-type: none"> <li>• Earth's Resources</li> <li>• Plate Tectonics</li> <li>• Energy Transformations</li> <li>• Human Impacts</li> </ul>	<ul style="list-style-type: none"> <li>• Earth's Processes</li> <li>• Hazards</li> <li>• Climate Science</li> <li>• Resource Management</li> </ul>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/earth-and-environmental-science-2017>

## BOARD DEVELOPED COURSES (BDC)

### Engineering

2 units

This course is for students who are interested in following careers in Engineering, Architecture, Applied Science and other Technology and Design related areas at University and TAFE. Through the modules listed below students investigate material properties and their applications, communication techniques, ethics in engineering, the impacts of engineering and solving engineering mechanics problems.

Preliminary Course modules	HSC Course modules
<ul style="list-style-type: none"> <li>• Engineering Fundamentals</li> <li>• Engineering Products</li> <li>• Braking Systems</li> <li>• Biomedical Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• Civil Structures</li> <li>• Personal and Public Transport</li> <li>• Aeronautical Engineering</li> <li>• Telecommunications Engineering</li> </ul>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/tas/engineering-studies-syllabus>

### Geography

2 units

Geography is a dynamic and engaging subject that explores the intricate relationship between natural systems and human activities. The Preliminary course encourages students to delve into the unique characteristics of our planet, sparking curiosity about the diverse places, environments and cultures that make up our world. Through hands on fieldwork, geographical investigations and the study of contemporary issues, students develop a profound understanding of both natural and human geography.

The HSC course focuses on global sustainability, interactions, and trends, using fieldwork and case studies to understand contemporary geographic issues. This course equips students with the knowledge and skills to address global challenges and contribute to a sustainable future.

Geography is ideal for those curious about the world, passionate about environmental issues and eager to understand the complex interactions between people and their environments. It prepares students for careers in environmental management, urban planning and international development.

Inquiry Methodologies Geographical Skills and Tools	
Year 11 Course content	Year 12 Course content
<ul style="list-style-type: none"> <li>• Earth's Natural Systems</li> <li>• People, Patterns and Processes</li> <li>• Human-Environment Interactions</li> <li>• Complete a Geographical Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Global Sustainability</li> <li>• Rural and Urban Places</li> <li>• Ecosystems and Global Biodiversity</li> </ul>

<https://curriculum.nsw.edu.au/learning-areas/hsie/geography-11-12-2022/overview>

**Health and Movement Science** (formerly known as PDHPE)

**2 units**

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. 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.

The study of health sciences draws on epidemiology, dimensions and determinants of health, and social justice principles. This enables students to think critically about the equity, access and sustainability of health and wellbeing for individuals and communities.

Participation in physical activity plays a significant role in improving the health and wellbeing of individuals and communities. Learning in, through and about the movement sciences involves exploring and thinking critically about the interrelationships between anatomy, physiology, biomechanics, psychology, sociology, nutrition, skill acquisition, injury prevention and rehabilitation.

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

<b>Year 11 Course modules</b>	<b>Year 12 Course modules</b>
<ul style="list-style-type: none"><li>• Health for individuals and communities</li><li>• The body and mind in motion</li><li>• Collaborative Investigation</li><li>• Depth studies (a minimum of two)</li></ul>	<ul style="list-style-type: none"><li>• Health in an Australian and global context</li><li>• Training for improved performance</li><li>• Depth studies (a minimum of two)</li></ul>

<https://curriculum.nsw.edu.au/learning-areas/pdhpe/health-and-movement-science-11-12-2023/overview>

## BOARD DEVELOPED COURSES (BDC)

### Industrial Technology – Timber Products and Furniture Technologies

2 units

Industrial Technology is a practical, non-vocational course. Both the Year 11 and Year 12 courses are organised around four sections:

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

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"> <li>• Uses project work to acquire the required practical and theoretical knowledge needed to complete a major work in the Year 12 course.</li> <li>• Also study structural, technological and environmental issues that affect industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Major Work that makes up 60% of the HSC external examination mark.</li> <li>• The major work includes a design folio, documenting the complete process – the proposal, project management, development, realisation and evaluation.</li> <li>• In-depth study of one company within the industry.</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology>

### Investigating Science

2 units

The new Investigating Science course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. Students can choose this course as a stand-alone science course or to complement their other science courses.

Students investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Working Scientifically Skills	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• Cause and Effect - Observing</li> <li>• Cause and Effect – Inferences and Generalisations</li> <li>• Scientific Models</li> <li>• Theories and Laws</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific Investigations</li> <li>• Technologies</li> <li>• Fact or Fallacy?</li> <li>• Science and Society</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/investigating-science-2017>

MATHEMATICS COURSES

Which Mathematics course should I select?

**Mathematics Advanced  
2 unit**

- Is aimed at the top 10% of students in the state.
- Is ideal preparation for university, with a strong focus on Calculus.
- Has a stronger focus on algebraic techniques across all strands of Mathematics.

**Mathematics Standard  
(Yr 11) 2 unit**

- Studied in Year 11
- Is the common course for those wanting to do Standard 1 or Standard 2 in Year 12.
- Develop an understanding of, and competence in mathematics through a variety of real-world applications.

**Mathematics Standard 2  
(Yr 12) 2 unit**

- Studied in Year 12
- Is the most common mathematics course chosen by students throughout the state.
- Is good preparation for university, TAFE, college, or the workplace.

**Mathematics Standard 1  
(Yr 12) 2 unit**

- Studied in Year 12
- Is ideal for students who require more practical maths skills
- Is the preferred course for students entering the workforce
- Does not qualify student for an ATAR unless the Optional HSC examination is entered and completed.

**Numeracy  
2 unit**

- Ideal for students who would like to study some form of mathematics.
- Students only study content with a direct real-life application.
- All assessment tasks are assignments (no exams).

**Mathematics Extension - 1 unit (Year 11)**

Builds on the knowledge of Mathematics Advanced

Ideal for those students with a passion for the subject

For students wishing to complete tertiary studies in engineering or mathematics

**Mathematics Extension 2 - 1 unit (Year 12)**

Students will be invited to participate in the course

Ideal for students with a passion for mathematics and strong mathematical ability

## BOARD DEVELOPED COURSES (BDC)

### Mathematics Advanced

2 units

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

	Year 11 topics	Year 12 topics
Working Mathematically	<ul style="list-style-type: none"> <li>Working with Functions</li> </ul>	<ul style="list-style-type: none"> <li>Graphing Techniques</li> </ul>
	<ul style="list-style-type: none"> <li>Trigonometry and Measure of Angles</li> <li>Trigonometric Functions and Identities</li> </ul>	<ul style="list-style-type: none"> <li>Trigonometric Functions and Graphs</li> </ul>
	<ul style="list-style-type: none"> <li>Introduction to Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Differential Calculus</li> <li>Applications of Differentiation</li> <li>Integral Calculus</li> </ul>
	<ul style="list-style-type: none"> <li>Logarithms and Exponentials</li> </ul>	<ul style="list-style-type: none"> <li>Modelling Financial Situations</li> </ul>
	<ul style="list-style-type: none"> <li>Probability and Discrete Probability Distributions</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive Statistics and Bivariate Data Analysis</li> <li>Random Variables</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>

### Mathematics Standard

2 units

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

	Year 11 Standard topics	Year 12 Standard 1 topics	Year 12 Standard 2 topics
Working Mathematically	<ul style="list-style-type: none"> <li>Formulae and Equations</li> <li>Linear Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Types of Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Types of Relationships</li> </ul>
	<ul style="list-style-type: none"> <li>Applications of Measurement</li> <li>Working with Time</li> </ul>	<ul style="list-style-type: none"> <li>Right Angled Triangles</li> <li>Rates</li> <li>Scaled Drawings</li> </ul>	<ul style="list-style-type: none"> <li>Non-right-angled Trigonometry</li> <li>Rates and Ratios</li> </ul>
	<ul style="list-style-type: none"> <li>Money Matters</li> </ul>	<ul style="list-style-type: none"> <li>Investment Depreciation and Loans</li> </ul>	<ul style="list-style-type: none"> <li>Investments and Loans</li> <li>Annuities</li> </ul>
	<ul style="list-style-type: none"> <li>Data Analysis</li> <li>Relative Frequency and Probability</li> </ul>	<ul style="list-style-type: none"> <li>Further Statistical Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Bivariate Data Analysis</li> <li>The Normal Distribution</li> </ul>
		<ul style="list-style-type: none"> <li>Networks and Paths</li> </ul>	<ul style="list-style-type: none"> <li>Network Concepts</li> <li>Critical Path Analysis</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>

**Mathematics Extension 1**

**1 unit**

The extension course must be studied with Mathematics Advanced. Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

Working Mathematically	Year 11 Extension topics	Year 12 Extension 1 topics	Year 12 Extension 2 topics
	<ul style="list-style-type: none"> <li>• Further Work with Functions</li> <li>• Polynomials</li> </ul>	Proof by Mathematical Induction	
	<ul style="list-style-type: none"> <li>• Inverse Trigonometric Functions</li> <li>• Further Trigonometric Identities</li> </ul>	Vectors	
	<ul style="list-style-type: none"> <li>• Rates of Change</li> </ul>	<ul style="list-style-type: none"> <li>• Trigonometric Equations</li> </ul>	<ul style="list-style-type: none"> <li>• Complex Numbers</li> </ul>
	<ul style="list-style-type: none"> <li>• Working With Combinatorics</li> </ul>	<ul style="list-style-type: none"> <li>• Further Calculus Skills</li> <li>• Applications of Calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Calculus Skills</li> </ul>
		<ul style="list-style-type: none"> <li>• The Binomial Distribution</li> </ul>	<ul style="list-style-type: none"> <li>• Applications of Calculus to Mechanics</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

## BOARD DEVELOPED COURSES (BDC)

### Modern History

2 units

The Modern History course is designed for students who are interested in the world around them, and who like to question why it is the way it is. It challenges them to think critically about the technological, economic, political and moral changes of the 19th and 20th centuries. Students investigate the forces that have shaped the world, through the analysis and interpretation of sources. It fosters a critical approach to understanding events, issues and interpretations and the effective communication of accounts conveying ideas, judgements and evidence.

Historical Concepts and Skills	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"><li>• The Nature of Modern History</li><li>• Investigating Modern History: The Assassination of JF</li><li>• Case Studies: The American Civil War &amp; the Cuban Revolution</li><li>• The shaping of the Modern World: The First World War</li></ul>	<ul style="list-style-type: none"><li>• Core Study: Power and Authority in the Modern World 1919 - 1946</li><li>• National Studies: USA 1919 - 1941</li><li>• Peace and Conflict: Conflict in the Gul 1980 - 2011</li><li>• Change in the Modern World: Changing World Order 1945 - 2011</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>

### Music 1

2 units

This course is for students with an interest in all types of music regardless of their past musical experience. Students may already be proficient musicians or beginners with little prior knowledge. Students' musical tastes and interest may vary widely, and they are all catered for in this course.

This course is highly flexible, it allows students to choose both the topics they study and the elective areas they wish to specialise in. In the final HSC examination 60% of the examination marks are allocated to the student's elective choices. In the Year 11 and Year 12 courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Three topics (musical contexts) are studied each year. Samples of the topics (context) that might be used are:

Year 11 Course content	Year 12 Course content
<ul style="list-style-type: none"><li>• Music for Small Ensembles</li><li>• Australian Music</li><li>• Music for Film, Radio Television and Multimedia</li></ul>	<ul style="list-style-type: none"><li>• An Instrument and it's repertoire</li><li>• Music of the 20/21<sup>st</sup> Century</li><li>• Rock/Popular Music</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>



## BOARD DEVELOPED COURSES (BDC)

### Physics

2 units

A study of Physics allows students to better understand the physical world and how it works. Students who study physics are encouraged to 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. This course provides a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields.

Working Scientifically Skills	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Dynamics</li> <li>• Waves and Thermodynamics</li> <li>• Electricity and Magnetism</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Mechanics</li> <li>• Electromagnetism</li> <li>• The Nature of Light</li> <li>• From the Universe to the Atom</li> </ul>

**To be successful in this course students need to:**

- have good literacy and numeracy skills
- be self-motivated, independent workers
- be able to logically develop a sequence of ideas and apply these ideas to new and unusual situations.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017>

### Society and Culture

2 units

The Society and Culture course focuses on the interactions between five fundamental concepts - persons, societies, cultures, environments, and time. These concepts are central to our understanding of how societies work. The course enables students to achieve social and cultural literacy and develop an understanding of themselves, their own society and culture, as well as societies and cultures of others.

Social and cultural research methods are developed throughout the course culminating in a Personal Interest Project (PIP) in the Year 12 course. The PIP forms part of both the school's assessment and is marked by external examiners to make up 40% of the HSC external examination mark.

This course is excellent preparation for tertiary studies in the Humanities. To be successful in this course a student needs sound literacy skills, particularly in research and communication.

Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• The Social and Cultural World</li> <li>• Personal and Social Identity</li> <li>• Intercultural Communication</li> </ul>	Social and Cultural Continuity and Change (CORE) Two options drawn from <ul style="list-style-type: none"> <li>• Belief Systems</li> <li>• Popular Culture</li> <li>• Social Inclusion and Exclusion</li> <li>• Social Conformity and Non-Conformity</li> </ul> Personal Interest Project (PIP)

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>

**Visual Arts**

**2 units**

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 evaluate works of art, critics, historians and artists from Australia, as well as those from other cultures, traditions and times. The Year 11 course is broad, while the HSC course provides for deeper, 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. This subject is for any student who is inclined to develop concepts and thoughts along a creative path. Visual Arts accommodates different student interests and abilities.

<b>Year 11 Course</b>	<b>Year 12 Course</b>
<ul style="list-style-type: none"> <li>• Making Artworks</li> <li>• Art Criticism and Art History</li> </ul> <p>Learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• the nature of practice in artmaking, art criticism, and art history through different investigations</li> <li>• agencies in the artworld – artist, artwork, world, audience</li> <li>• the frames and how students might develop their own informed points of view</li> <li>• how they might develop meaning and interest in their work</li> <li>• building understanding over time through various investigations and through working in different forms.</li> </ul>	<ul style="list-style-type: none"> <li>• The development of a Body of Work</li> <li>• Art Criticism and Art History</li> </ul> <p>Learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• how they may 'own' practice in artmaking, art criticism, and art history</li> <li>• how they may further relate concepts of the artworld involving the agencies of artist, artwork, world, audience</li> <li>• how they may develop their own informed points of view in increasingly independent ways using the frames</li> <li>• how they may further develop meaning and interest in their work.</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>

## BOARD DEVELOPED VET COURSES

Board Developed VET courses have an optional formal external HSC examination at the end of Year 12 for those students wanting an ATAR.

VET Courses are recorded on the HSC without a mark, except where the student has sat the optional HSC examination. Students achieve competencies in VET courses that are reported separately on the ASQA Statement of Attainment or credential achieved.

### Construction (VET)

2 units

In this course students develop underpinning knowledge and skills related to work in the construction industry. Occupations in the construction industry include carpenters, joiners, roof tilers, plasterers, bricklayers, painters and decorators, floor finishers and plumbers. There are currently skill shortages in many of the construction trades.

<https://tinyurl.com/ya42by7g>

### Hospitality (VET) - Food and Beverage

2 units

Hospitality focuses on providing customer service. Hospitality competencies are required for students to participate in cafes, catering organisations and resorts. The Food and Beverage course covers 'front of house operations'. Students learn the skills to provide quality customer service in the food and beverage industry.

<https://tinyurl.com/ya7pbkkm>

All school delivered VET Board Developed courses are offered through NSW Public Schools Tamworth RTO 90162. By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

The following page gives information from NSW Public Schools Tamworth RTO 90162 that applies to all the Board Developed VET courses offered through NSW Public Schools Tamworth RTO 90162. It is to be read in conjunction with each of the course descriptions that follow.

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## Assessment and course completion

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### Competency-based assessment

Students in these courses work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

### Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

### Mandatory Work Placement

Students undertaking these courses are required to complete work placement minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

### Optional HSC examination

Students completing these courses are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

### N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than two N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

### Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

### Qualification changes and updates

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Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

### Foundation skills

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Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

### School-based Apprenticeships and Traineeships (SBATs)

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School-based traineeships are available in these courses. To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/> apprenticeship and traineeships as part of your HSC. Your school SBAT Coordinator, Careers Advisor/VET Coordinator or VET Teacher is available to discuss.

## NSW Department of Education RTO 90333

### 2025 Construction Course Descriptor

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

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

<b>Course: Construction</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
<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 CPC20220 Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <a href="https://training.gov.au/Training/Details/CPC20220">https://training.gov.au/Training/Details/CPC20220</a> &amp; <a href="https://training.gov.au/Training/Details/CPC20120">https://training.gov.au/Training/Details/CPC20120</a> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the of the units of competency associated with this qualification is achieved.</p> <p><b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b></p>	
<b>Transferrable industry skills gained in this course</b>	
<ul style="list-style-type: none"> <li>• risk management</li> <li>• time management</li> <li>• basic emergency response</li> <li>• communication</li> <li>• problem solving</li> <li>• decision making</li> </ul>	
<b>Examples of occupations in the construction industry</b>	
<ul style="list-style-type: none"> <li>• carpentry</li> <li>• joinery</li> <li>• bricklaying</li> <li>• builder's labourer</li> </ul>	
<b>VET requirements</b>	
<p><b>Competency-Based Assessment</b>          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><b>Appeals and Complaints</b>          You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>	
<b>HSC requirements</b>	
<p><b>Mandatory course requirements</b>          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><b>External Assessment (optional HSC examination for ATAR purposes)</b>          The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p>	
<p><b>Consumable costs: Preliminary</b> - \$80      <b>HSC</b> - \$80          School Specific equipment and associate requirements for students.</p>	<p><b>Refunds</b>          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: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a></p>	
<p><b>Exclusions:</b> Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>	

<b>2025 Hospitality Course Descriptor</b> <b>SIT20322 Certificate II in Hospitality</b>	
<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><b>Course: Hospitality (Food and Beverage)</b>            Industry Curriculum Framework (ICF)            Australian Tertiary Admission Rank (ATAR) eligible course</p>	<p><b>HSC credit – 4 units</b>            (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 SIT20322 Certificate II in Hospitality <a href="https://training.gov.au/training/details/SIT20322">https://training.gov.au/training/details/SIT20322</a>. You will be expected to complete all the requirements of 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.</p> <p><b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b></p>	
<p><b>Transferrable industry skills gained in this course</b></p>	
<ul style="list-style-type: none"> <li>• customer service skills</li> <li>• teamwork</li> <li>• organisational skills</li> <li>• adaptability</li> <li>• critical thinking</li> <li>• problem solving</li> </ul>	
<p><b>Examples of occupations in the hospitality industry</b></p>	
<ul style="list-style-type: none"> <li style="width: 33%;">• food and beverage attendant</li> <li style="width: 33%;">• restaurant host/hostess</li> <li style="width: 33%;">• function attendant</li> <li style="width: 33%;">• espresso coffee machine operator</li> <li style="width: 33%;">• receptionist</li> <li style="width: 33%;">• barista and café service</li> </ul>	
<p><b>VET requirements</b></p>	
<p><b>Competency-Based Assessment</b>            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><b>Appeals and Complaints</b>            You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p>	
<p><b>HSC requirements</b></p>	
<p><b>Mandatory course requirements</b>            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><b>External Assessment (optional HSC examination for ATAR purposes)</b>            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><b>Consumable costs: Preliminary - \$100      HSC - \$100</b>  <b>Front of House Uniform – Black Polo /Black Long Pants</b></p>	<p><b>Refunds</b>            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:  <a href="https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality">https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality</a></p>	
<p><b>Exclusions:</b> 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 <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>	

# BOARD ENDORSED COURSES

- Do not have an external HSC exam at the end of Year 12.
- Count towards the HSC.
- The final HSC mark is a school-based assessment mark.
- Do not count toward an ATAR.

**Sport, Lifestyle and Recreation**

**2 units**

Do you enjoy sport and recreation? This course gives you the opportunity to be physically active for up to 2 ½ hours per week. It has both theoretical and practical components. The course will assist with careers in Sports Coaching, Personal/Fitness Training, Sports Administration and Event Management.

## Modules that may be studied include:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Fitness</li> <li>• Athletics</li> <li>• Health Lifestyles</li> <li>• Resistance Training</li> <li>• Games and Sports Applications</li> <li>• Sports Administration</li> </ul> | <ul style="list-style-type: none"> <li>• First Aid and Sport Injuries</li> <li>• Sports Coaching and Training</li> <li>• Individual Games and Sports Applications</li> <li>• Outdoor Recreation</li> </ul> |
|--|--|

<http://k6.boardofstudies.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/sport-lifestyle-recreation-studies>

# CONTENT ENDORSED COURSES

- Do not have an external HSC exam at the end of Year 12.
- Count towards HSC
- The final HSC mark is a school-based assessment mark.
- Do not count towards an ATAR.

**Numeracy****2 units**

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- Interpret and use numerical information
- Solve problems using visual, special, financial and statistical literacy skills
- Think mathematically in practical situations
- Represent and communicate information
- Use the context to determine the reasonableness of solutions

Year 11 Course modules	Year 12 Course modules
Module 1: Whole numbers; Operations with whole numbers; Distance, area and volume; Time; Data, graphs and tables	Module 3: Percentages; Operations with numbers; Finance; Location, time and temperature; Space and design
Module 2: Fractions and decimals; Operations with fractions and decimals; Metric relationships; Length, mass and capacity; Chance	Module 4: Rates and ratios; Statistics and probability; Exploring with Numerical Reasoning and Mathematical Thinking

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/numeracy-cec>

**Work Studies****2 units**

This course is designed to help students transition from school to work. It enables young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition to work and the skills needed for effective career planning and performance of tasks in the workforce.

The course will support students:

- to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- to develop an understanding of the changing nature of work organisation and the implications for individuals and society
- to undertake an extended work placement to allow for the development of specific job-related skills
- to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas.

Year 11 Course module	Year 12 Course modules
Core Module 1: <ul style="list-style-type: none"> <li>• My Working Life (compulsory)</li> </ul> Elective Modules: There are 11 elective modules which expand on the issues introduced in the core module. Modules are studied for either 15 or 30 hours.	Elective Modules  A continuation of the elective modules studied in Year 11. Different elective modules must be studied in Year 12. Modules are studied for either 15 or 30 hours.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/work-studies>



# EVET COURSES

Externally delivered VET (EVET) courses are vocational courses delivered by RTOs other than *NSW Public Schools Tamworth RTO 90162*. Most are delivered by HUNTER TAFE at their campuses: Newcastle (Tighes Hill), Glendale, Hunter Street, Hamilton, Kurri Kurri and Belmont, as well as Virtual Online courses. Courses are dependent on funding and sufficient students applying.

## To study an EVET course a student:

1. **Should have their interest noted during their Course Selection Interview and/or email their interest to our Careers Adviser [matthew.erich1@det.nsw.edu.au](mailto:matthew.erich1@det.nsw.edu.au)**
2. **Must apply through Lake Macquarie High School for a position in an EVET course, (1<sup>st</sup> round applications have to be finalised by 18<sup>th</sup> August. There is a small chance some places will become available in the 1<sup>st</sup> two weeks of Term 1, 2025.) Dates will be provided.**
3. **Can apply for (and study) ONE EVET course at a time.**
4. **Must attend an interview with the Careers Adviser. Interview times can be arranged by emailing [matthew.erich1@det.nsw.edu.au](mailto:matthew.erich1@det.nsw.edu.au) or phoning 4958 1544 and asking to speak to Mr Erich.**
5. **Complete and return an Expression of Interest Form to Mr Erich. Further information to follow.**

## Please consider the following points carefully before applying for an EVET course:

- Students are required to travel to TAFE from school unaccompanied by a teacher. Students may be required to pay travel costs (these are minimal).
- Most 2-unit TAFE courses are run one afternoon a week from 2pm—6pm.
- Students are given a break but are expected to stay for the entire duration.
- Can you get home at 6pm? Students are not allowed to leave early because of regular transport issues.
- Students are responsible for catching up on work missed while attending TAFE. Although we will do our best to arrange a student's timetable to minimise a student missing class/es at school, it is likely that most students will miss at least part of one class each week.
- 4 unit courses and the 3 unit Salon Assistant course run from 9am – 3pm one day a week. Students doing these courses WILL miss other classes, so this is an important consideration. They are NOT recommended for students wishing to achieve an ATAR.
- Students are required to attend all EVET classes unless they have a valid reason. Students must notify the school EVET Coordinator of all absences, preferably beforehand.
- Some EVET courses are only 1 year and others can be studied as 120 hour courses in Year 12. With the exception of the Early Childhood Education and Care course and Aviation (Remote Pilot) students should be able to apply in 2025 to study an EVET course in Year 12 (2026).

## Summary of courses offered:

All courses are delivered as 2 units x 2 years (except extension courses)		
COLUMN 1 - at school	COLUMN 2 - at school	COLUMN 3 - at school
<b>BOARD DEVELOPED COURSES (BDC)</b> <ul style="list-style-type: none"> <li>• English Advanced</li> <li>• English Extension (Year 11 - 1 unit)</li> <li>• English Standard</li> <li>• English Studies</li> <li>• Ancient History</li> <li>• Biology</li> <li>• Business Studies</li> <li>• Chemistry</li> <li>• Community and Family Studies</li> <li>• Design and Technology</li> <li>• Drama</li> <li>• Earth &amp; Environmental Science</li> <li>• Engineering Studies</li> <li>• Geography</li> <li>• Health &amp; Movement Science</li> <li>• Industrial Technology - Timber Products and Furniture Technologies</li> <li>• Investigating Science</li> <li>• Mathematics Advanced</li> <li>• Mathematics Extension (Year 11 - 1 unit)</li> <li>• Mathematics Standard</li> <li>• Modern History</li> <li>• Music 1</li> <li>• Physics</li> <li>• Society and Culture</li> <li>• Visual Arts</li> </ul>	<b>BOARD DEVELOPED COURSES with optional HSC Examination</b> <ul style="list-style-type: none"> <li>• English Studies</li> <li>• Construction Pathways (VET)</li> <li>• Hospitality - Food &amp; Beverage (VET)</li> <li>• Mathematics Standard 1 (Year 12)</li> </ul>	<b>BOARD ENDORSED</b> <ul style="list-style-type: none"> <li>• Sport, Lifestyle and Recreation Studies</li> </ul>
		<b>CONTENT ENDORSED</b> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Work Studies</li> </ul>
<b>COLUMN 4 – OFF SITE HUNTER TAFE</b>		
Students interested in TAFE are to see Mr Erich		

## Choose a pathway

ATAR pathway	non-ATAR / vocational pathway	
English Advanced / Standard	Any level of English	
<p>Most students studying an ATAR pathway will choose either</p> <ul style="list-style-type: none"> <li>• ALL Board Developed courses (column 1)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• FOUR more Board Developed courses and ONE Board Endorsed or Content Endorsed Course (Column 3).</li> </ul> <p><i>Students wanting an ATAR are advised to only choose courses that are studied at school to minimise time away from class. Travelling off site for TAFE courses, or SBATS means additional study is required to catch up on missed course work at school.</i></p>	<ul style="list-style-type: none"> <li>• a minimum of two more Board Developed courses (columns 1 and 2) although three Board Developed courses is recommended</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• The remaining courses can come from any Category</li> </ul>	
<b>CIRCLE THE PATHWAY YOU WOULD LIKE TO STUDY</b>		
<b>ATAR</b>	<b>Non-ATAR</b>	
Please circle the level of English you would like to do then choose five (5) other courses in order of preference		
<b>Course 1: English</b>		
English Advanced	English Standard	English Studies
<b>Course 2:</b>		<b>Course 5:</b>
<b>Course 3:</b>		<b>Course 6:</b>
<b>Course 4:</b>		<b>1<sup>st</sup> Reserve:</b>
<b>Extension course:</b>		<b>2<sup>nd</sup> Reserve:</b>
<b>EVET course:</b>		
<b>EVET Interview:</b>		

*The information in this booklet was current at the time of printing, June 2024.*

## YEAR 11 AND YEAR 12 SUBJECT CONTRIBUTIONS

YEAR 11 COURSES	COST	YEAR 12 COURSES	COST
Ancient History	NIL	Ancient History	NIL
Biology	\$30	Biology	\$30
Business Studies	NIL	Business Studies	NIL
Chemistry	\$30	Chemistry	\$30
Community & Family Studies	NIL	Community & Family Studies	NIL
Design and Technology	\$60	Design and Technology	\$40
Drama	\$30	Drama	\$30
Earth and Environmental Science	\$30	Earth and Environmental Science	\$30
English Advanced English Extension (1Unit) English Standard English Studies	NIL	English Advanced English Extension 1 English Extension 2 English Standard English Studies	NIL
Engineering Studies	NIL	Engineering Studies	NIL
Geography	NIL	Geography	NIL
Health and Movement Science	\$30	Health and Movement Science	\$30
Industrial Technology- Timber	\$60	Industrial Technology- Timber	\$40
Investigating Science	\$30	Investigating Science	\$30
Mathematics Advanced Mathematics Extension (1 Unit) Mathematics Standard	NIL	Mathematics Mathematics Extension 1 Mathematics Extension 2 Mathematics Standard	NIL
Modern History	NIL	Modern History	NIL
Music 1	\$40	Music 1	\$40
Physics	\$30	Physics	\$30
Society and Culture	NIL	Society and Culture	NIL
Visual Arts	\$60	Visual Arts	\$40
<b>VET COURSES</b>			
Construction Pathways	\$80	Construction Pathways	\$80
Hospitality- Food and Beverage	\$100	Hospitality- Food and Beverage	\$100
<b>Board Endorsed and Content Endorsed Courses</b>			
Sport, Lifestyle and Recreation	\$30	Sport, Lifestyle and Recreation	\$30
Work Studies	NIL	Work Studies	NIL
Numeracy	NIL	Numeracy	NIL

- Courses that require **major practical projects** to be produced are at the **cost to the individual student**. Contributions cover general consumable materials and necessary course requirements and experiences.
- Students wanting to change courses once the 2025 school year has commenced will be required to pay in full the subject cost of the new course before a timetable change takes place.

## My Subject Choices for 2025 – My Copy

<b>Name:</b>		
<b>Current School:</b>		
<b>ATAR</b>	<b>Non-ATAR</b>	
Circle the level of English you would like to do then nominate 10 more 2-unit courses in <b><u>order of preference.</u></b>		
<b>Course 1: English</b>		
<b>English Advanced</b>	<b>English Standard</b>	<b>English Studies</b>
<b>Course 2:</b>		
<b>Course 3:</b>		
<b>Course 4:</b>		
<b>Course 5:</b>		
<b>Course 6:</b>		
1 <sup>st</sup> Reserve:	2 <sup>nd</sup> Reserve:	
3 <sup>rd</sup> Reserve:	4 <sup>th</sup> Reserve:	
5 <sup>th</sup> Reserve:		
<b>Extension course:</b>		
<b>EVET course:</b>		
Parent / carer name		
Parent / carer signature		
Student signature		
Interviewing Teacher		
Date Received		

**This copy is for your records**

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**My Subject Choices for 2025 – School Copy  
Bring to Interview**

<b>Name:</b>		
<b>Current School:</b>		
<b>ATAR</b>	<b>Non-ATAR</b>	
<b>Circle the level of English you would like to do then nominate 10 more 2-unit courses in <u>order of preference</u>.</b> <b>Course 1: English</b>		
<b>English Advanced</b>	<b>English Standard</b>	<b>English Studies</b>
<b>Course 2:</b>		
<b>Course 3:</b>		
<b>Course 4:</b>		
<b>Course 5:</b>		
<b>Course 6:</b>		
<b>1<sup>st</sup> Reserve:</b>		<b>2<sup>nd</sup> Reserve:</b>
<b>3<sup>rd</sup> Reserve:</b>		<b>4<sup>th</sup> Reserve:</b>
<b>5<sup>th</sup> Reserve:</b>		
<b>Extension course:</b>		
<b>EVET course:</b>		
Parent / carer name		
Parent / carer signature		
Student signature		
Interviewing Teacher		
Date Received		