



**YEAR 11 2026**  
**SUBJECT SELECTION**  
**GUIDE**

# Year 11 2026 - Subject Selection Guide

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## FROM THE PRINCIPAL



I congratulate you on deciding to continue your studies at Temora High School.

You will find that as a senior student you will have more independence and opportunities than previously and that you will be treated as a mature young adult. However, this will bring a corresponding increase in your responsibilities.

For students seeking a Higher School Certificate, Temora High School offers a broad selection of both traditional subjects and vocational subjects.

To work out what subjects to study, you should ask yourself the following questions:

1. **What subjects am I interested in?**
2. **What subjects have I improved and done well in?**
3. **What will I enjoy studying and what am I prepared to commit to?**
4. **What do I want to do with my HSC?**
5. **What subjects must I study to obtain job qualifications at university or TAFE in the area I wish to work?**
6. **Do I need an ATAR?**

Over the next short while, you will be selecting the combination of subjects that best suits your interests, abilities and needs. This booklet contains much of the information that will help you make up your mind, but you also need to investigate subjects and choices with the staff of Temora High School who will be only too happy to help you make an informed choice.

At any time, students should visit the **NSW Education Standards Authority (NESA) website** for up to date course and subject information: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

We are here to help and advise you at this most important time. Take advantage of these opportunities.

Best wishes  
Ian Pattingale

## BACKGROUND INFORMATION

You should choose the subjects and levels which interest you and to which you are willing to make a genuine commitment. This booklet contains a great deal of information about senior work and about the various courses. If you have any questions, please do not hesitate to ask the relevant teachers.

You will select subject choices from the Subject Selection Sheet. Lines will be drawn up based on the choices available. Students whose original choices do not fit this pattern will be asked to re-examine their initial choices and, through consultation with staff, will be asked to select alternate subjects.

Where there appears to be a mismatch between career choice and subject selection, or if career choices are uncertain, the Careers Adviser will contact parents/carers and the student to arrange an interview.

## RETURNING TO THE SENIOR SCHOOL

There are many reasons for you to return to school for Years 11 and 12. One of these is the desire to get the best possible result in the Higher School Certificate and, consequently, give yourself the most opportunities after school.

As a senior student, you have certain **rights**. You have the right to expect that you will be:

- treated like a mature young person;
- taught in a manner that will give you every opportunity to succeed;
- given additional help outside normal class time should you need it;
- given a reference and any other help in obtaining a position in a tertiary institution or employment when you leave school;
- given the opportunity to develop leadership and social skills.

However, all rights have corresponding **responsibilities**. As a Senior Student you have the responsibility to:

- set an example to junior students in such things as standards of dress, conduct and co-operation;
- be punctual and attend ALL lessons;
- act in a mature manner;
- take your studies seriously both in class and in the prompt submission of assignments;
- not waste your time or that of your classmates or teachers.

## BRING YOUR OWN DEVICE

THS has a Bring Your Own Device (BYOD) model for all students in Years 11 and 12. BYOD is a solution where students bring their personally owned device to school in order to access learning tools through the school's network. BYOD is designed to give students and families the freedom to make technology choices that suit individual circumstances. Student or family-owned devices provide more freedom in the use of software, are always available for students to use, provide students with quicker access to online learning and provide the user with greater control of the learning device than a school-supplied device.

All students are requested to bring their own personal computing device to school every day. Devices should be fully charged in order for students to access online resources for each subject. All devices will only be connected to the school network to help ensure student safety whilst at school.

If families are experiencing financial difficulties providing a device, or are not able to purchase a device before the start of the school year, please contact the school so that alternative arrangements can be made for students' to access technological resources. The school can support students with daily loaning of a device from the library or long-term loan of a device for a deposit fee of \$100 which will be refunded when the device is returned at the end of Year 12.

## WHAT CAN I EXPECT IN SENIOR CLASSES?

The standard and volume of work is much higher than you have experienced to date. Many students who apply the same effort and standard of work as in Years 7 to 10 struggle.

**It is essential you have a study timetable and diary** to which you adhere.

Students who are organised should have no problem maintaining a reasonable standard as well as balancing study and recreation. Those students who make a consistent effort achieve the best results.

Your progress, in terms of application and effort, will be monitored and parents/carers will be informed if you are not meeting minimum requirements.

There are a number of people to whom you can go for additional help or advice besides your teachers. These include the Principal, Deputy Principal, Head Teachers, Year Adviser, Careers Adviser, Girls or Boys Adviser, Student Support Officer, Chaplain and the School Counsellor. Each student is allocated a mentor from the teaching staff. The mentor will meet with the student and provide support through the senior years.

## LIFE READY

Life ready is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety – as they become more independent and gain more responsibilities. Life Ready focuses on offering opportunities for students to build the functional knowledge and skills for life post-school.

Aim:

To help prepare senior students to:

- confidently and successfully transition to post-school employment, training or further education as well as participation and independence in the community.
- lead health, safe and meaningful lives which promote respect, responsibility, enjoyment, inclusion and social justice for self and others.

Course Structure:

The selection of content, methods of delivery and the amount of time devoted to each learning context is a school-based decision which should reflect the needs of the student cohort.

Topics covered:

- Independence
- Mental Health and Wellbeing
- Relationships
- Sexuality and Sexual Health
- Drugs and Alcohol
- Safe Travel

Students will participate in Life ready activities throughout Year 11 and 12. Activities may include, but are not limited to, RYDA (Rotary Youth Driving Awareness), Mental health First Aid, Wellbeing days, etc.

For more information:

<https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12/about-life-ready>

## DOES IT MATTER WHAT SUBJECTS I CHOOSE?

**Yes!**

Follow your interests → Consider your career/future goals → Do what you're good at

### HSC REQUIREMENTS

Preliminary Course (Year 11)	HSC Course (Year 12)
<ul style="list-style-type: none"><li>120 hours of study in Year 11 (three terms).</li><li>Students must satisfactorily complete this course to enter an HSC course.</li><li>All Year 11 course work in a subject must be completed to gain a Year 11 Record of School Achievement (RoSA). The Principal is required to certify satisfactory completion.</li></ul>	<ul style="list-style-type: none"><li>120 hours of study in Year 12 after the completion of the Year 11 Course, starting at the beginning of Term 4.</li><li>HSC examinations are held in Term 4.</li></ul>

**What are Units?** All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses have a 2-unit value. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC, each unit has a value of 50 marks. Hence a 2-unit course has a value of 100 marks. 2 units = 4 hours/week (120 hours/year) = 100 marks.

**Extension Course:** Extension study is available in a number of subjects. Extension courses build on the content of the 2-unit course and carry an additional value of 1 unit, requiring the student to work beyond the standard of the 2-unit course. Extension courses are available in English, Mathematics, Science, History, Music.

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

### PATTERN OF STUDY

To get your Higher School Certificate (HSC), you must complete at least 12 units of Preliminary courses and 10 units of HSC courses, including English. Most HSC courses are worth 2 units. To receive a HSC, your units can be a mixture of Board Developed and Board Endorsed Courses.

Both the Preliminary Course and the HSC Course **MUST** include the following:

- ✓ At least four subjects. At most, 7 units of courses in Science can contribute to the HSC.
- ✓ You must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the HSC. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- ✓ If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC course. You must sit and make a serious attempt at the HSC examinations. The University Entry Requirements booklet, published by UAC, will contain important information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

The NESA publication, *HSC Rules and Procedures Guide*, contains all the HSC rules and requirements you will need to know.

## I WANT TO GO TO UNIVERSITY

To be eligible for an ATAR a student must complete **at least 10 units of Board Developed Courses**, including at least two units of English. The Board Developed Courses must include at least three courses of two units or greater, and at least four subjects. Board Endorsed Courses are not recognised for ATAR purposes.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

- the best two units of English, and
- the best eight units from the remaining Board Developed Units

HSC students who indicate on their HSC entry form that they wish to be notified for the ATAR will receive an ATAR Advice Notice from the University Admission Centre (UAC). The ATAR is calculated by the universities and is released by UAC.

**Which subjects are the best for marks? The ones you are interested in and will commit to!** Your ability and application will determine your results.

## I WANT TO DO OTHER TRAINING OR GAIN EMPLOYMENT

To get your Higher School Certificate (HSC), you must complete at least 12 units of Year 11 courses and 10 units of HSC courses, including English. Most HSC courses are worth 2 units. To receive a HSC, your units can be a mixture of Board Developed and Board Endorsed Courses.

**NOTE:** The maximum time to complete the HSC is 5 years from the start of the first HSC unit.

## VET COURSES

Vocational Education and Training Courses (VET Courses) are offered as part of the HSC. They enable students to study courses, which are relevant to industry needs and have clear links to post school destinations. These courses allow students to gain both HSC qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). This National Framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools and others by EVET (separate application process applies).

NESA has developed VET frameworks for 13 industries. You must sit the HSC examination for VET subjects to contribute towards an ATAR.

**A work placement must be undertaken to complete these courses successfully.** Course related information is available from page 41.

## SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS (SBATS)

The SBAT program provides all NSW HSC students with an opportunity to set themselves up for a future career as a part of their senior secondary studies.

School based apprenticeships and traineeships provide students with the opportunity to attain a nationally recognised VET qualification and their HSC while gaining valuable work skills and experience through paid employment.

Students would attend school 3 days/week, one day at TAFE and one day on the job training.

Students wishing to pursue this pattern of study **MUST** see the Careers Adviser at the start of Term 3.

## HSC MINIMUM STANDARD

NESA has implemented the HSC Minimum Standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in NSW will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential.

The HSC Minimum Standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan.

The standard is assessed through online tests across three areas: reading, writing and numeracy.

The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NESA website.

Students who do not meet the HSC minimum standard may still:

- sit the HSC exams.
- receive an ATAR for university applications
- receive a RoSA
- receive a HSC Minimum Standard report.

There are no HSC Minimum Standard pre-requisites for choosing subjects for Stage 5 or Stage 6. Students do not need to achieve the HSC Minimum Standard to choose a subject they will study in Year 11 or 12.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the HSC Minimum Standard.

Students will have multiple opportunities per year to sit the HSC Minimum Standard online tests in each area of reading, numeracy and writing, in Year 10, 11 and 12. Students will also have up to five years from the time they start the HSC courses to sit the HSC Minimum Standard online tests. The tests must be administered by schools via a lockdown browser.

**Disability provisions and exemptions:** Students with additional learning needs may be eligible for extra provisions for the HSC Minimum Standard online tests or be exempt from meeting the HSC Minimum Standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC Minimum Standard. Students studying Life Skills English will be exempt from the reading and writing tests. Students studying Life Skills Mathematics will be exempt from the numeracy test. Students who wish to apply for disability provisions must seek advice from the Learning and Support Teacher. For further information, visit the NESA website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>



## ASSESSMENT AND REPORTING

The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale. There are also Standards Packages accessible from the NESA website with much of the above information, including sample answers.

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

The HSC report will provide a description of your achievements that is similar to the one you receive as part of your Year 10 RoSA for your results in English-literacy, Mathematics and Science.

School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. **The other 50% will come from the HSC examination.**

Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. A Band 6 (90-100) will correspond to the highest level of achievement.

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

HSC Testamur	Record of School Achievement	Course Reports
The official certificate confirming your achievement of all requirements for the award.	This document lists the courses you have studied and reports the marks and bands you have achieved.	For every HSC NESA Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

## PRIVATE STUDY and FAILSAFE

All students will be required to undertake a program called Failsafe. Each mainstream subject gives up one hour of face-to-face teaching to run Failsafe which is part of the school curriculum. Attendance is mandatory and will appear on students' timetables as a private study period. Students are able to experience independent learning whereby they plan their time to work on their mainstream subjects.

Students who study a subject through distance education or who study an external course will have private study periods in their timetable. Year 12 students who drop a subject will also have private study periods. Private study periods take place in the library. Students are expected to continue their independent studies during private study. Teachers will be available in the library to assist students during private study periods.

Private study time may be used for:

- completing classwork, homework and assessment tasks
- preparing for examinations
- reviewing completed examinations and making improvements
- completing major projects
- compiling study notes
- meeting with teachers or other students to discuss school work

## HIGHER SCHOOL CERTIFICATE (HSC)

Board Developed Courses	Board Endorsed Courses
HSC examination except for: <ul style="list-style-type: none"> <li>Optional examination in English Studies and Mathematics Standard 1 and VET Industry Curriculum Framework course</li> <li>All Life Skills courses</li> </ul>	No HSC examinations. Results are derived from school-based assessment
May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).	Not included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).
Includes some Vocational Education and Training (VET) courses.	Includes some Vocational Education and Training (VET) courses.
Includes Life Skills courses.	

A student may have to vary a subject choice depending on:

1. Subject demand
2. Subject clashes when subject lines are drawn. For example, a student may have chosen Biology and Visual Arts. However, they may end up running at the same time.
3. Personal choice - decision to choose another course if original choice is only offered outside Temora.

*\* Students studying Industrial Technology (Metal and Engineering Technologies) are not permitted to study courses relating to Metal and Engineering Industry Framework.*

## ELECTIVE CONTRIBUTIONS

Preliminary and HSC Courses	Per year (e.g. \$20 Year 11 + \$20 Year 12)
Agriculture	\$30
Ancient History	Nil
Biology	Nil
Business Studies	Nil
Chemistry	Nil
Community and Family Studies (CAFS)	Nil
Dance	\$20
Drama	\$20
English Advanced English Extension 1 English Extension 2 - (Year 12 only) English Standard English Studies	Nil
Exploring Early Childhood	Nil
Food Technology	\$130
Geography	Nil
Health and Movement Science (HMS)	Nil
Industrial Technology	\$130
Legal Studies	Nil
Mathematics Advanced Mathematics Extension 1 Mathematics Extension 2 (Year 12 only) Mathematics Standard (Year 11 only) Mathematics Standard 1 (Year 12 only) Mathematics Standard 2 (Year 12 only)	Nil
Modern History	Nil
Music 1	\$20
Numeracy	\$15
Physics	Nil
Society and Culture	Nil
VET Construction Pathways (Certificate II)	\$130
VET Hospitality (Certificate II)	\$130
VET Manufacturing and Engineering (Certificate I)	\$130
VET Sport Coaching (Certificate III)	\$130
Visual Arts	\$60
Work Studies	Nil

### AGRICULTURE

(2 Units)

**What will I do in this subject?** Agriculture is a course that allows students to learn and explore a wide range of topics leading to an understanding about the production and marketing of both animal and plant products.

**Year 11 core topics:**

- the dynamic nature of agriculture and its role in Australian society
- the components of agricultural production systems and factors that affect these systems
- a farm case study
- plant production
- animal production

**The Year 12 core topics:**

- Plant/Animal Production
- Farm/Product Study
- an optional topic which currently is Farming in the 21st Century

**What skills will I gain from this subject?**

- Students will learn about the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems.
- They will learn skills required to manage agricultural production systems in a socially and environmentally responsible and sustainable manner.
- Working together, students will develop a range of skills and competencies that will lead them well into a wide range of opportunities beyond the HSC.

**How much practical/theory work is in this subject?** Students will engage in observations and practical activities associated with farming activities.

**What background and skills are recommended for this subject?** Genuine interest in farming and crop production.

**Are there additional requirements for this subject?** No

**How will this course help me in the future?** Students who study Agriculture often pursue careers in farming, agricultural administration, agricultural research, teaching, primary industries promotion, marketing and production.

**What will I do in this subject?** The study of Ancient History engages students in an investigation of life in early societies by analysing and interpreting physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander peoples.

The Year 11 course comprises three sections:

- Part 1 – Investigating Ancient History (60 hours)
  - The Nature of Ancient History – students examine the methods used by historians and archaeologists to investigate the past and the role of science in unlocking the past, and examine the methods of conservation, preservation, and reconstruction of ancient sites.
  - Case Studies – students undertake two case studies examining the various ways historians and archaeologists investigate and record the past. Topics include Deir el-Medina and Persepolis.
- Part 2 – Features of Ancient Societies (40 hours) – students study two ancient societies. Topics can include Celtic Europe, Persia, Rome and Greece, examining key features such as power and image, weapons and warfare, women or slavery.
- Part 3 – Historical Investigation (20 hours) – students will be provided with an opportunity to further develop their research, inquiry and presentation skills which are most important in the historical inquiry process. They will also undertake individual or group work.

The Year 12 course is divided into four sections of equal weight (30 hours each):

- Part 1 – Core Study: Cities of Vesuvius – Pompeii and Herculaneum – students investigate the range and nature of archaeological and written sources available for the study of these ancient Roman cities.
- Part 2 – Ancient Societies – students investigate key features of one ancient society, such as Spartan society to the Battle of Leuctra 371 BC.
- Part 3 – Personalities in their Times – students develop an understanding of one ancient personality in the context of their time, such as Egypt - Hatshepsut.
- Part 4 – Historical Periods – through an investigation of one historical period, students learn about the nature of power and authority as well as significant developments that shaped the historical period. Topics include the Greek World from 500-440 BC.

**What skills will I gain from this subject?** Students of Ancient History will develop higher-order skills in research, investigation and critical analysis and the ability to interpret and use both primary and secondary sources.

**How much practical/theory work is there in this subject?** Practical work comes in the form of historical investigation and research that continues throughout course.

**What background and skills are recommended for this subject?** Students should have an interest in Ancient History and be prepared to further their skills in research, wide reading and written expression.

**Are there additional requirements for this subject?** No.

**Are there any exclusions for this subject?** No.

**How will this course help me in the future?** The skills developed in this course will be useful in tertiary education as well as the professional and commercial world. In particular, they are applicable to law, teaching, medicine, communication, social work, journalism, travel and tourism, the diplomatic service and the public sector. Education, librarianship and archaeology are possible career choices.

The Year 12 History Extension course develops students' critical and reflective thinking skills, which are essential for effective participation in work, higher learning and the broader community. The skills and methodologies of this course will be valuable to students in a wide range of disciplines at tertiary level. A **History Extension** course may be offered in Year 12. This course caters for students from both the Ancient and Modern History courses.

**What will I do in this subject?** The study of Biology enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

The Year 11 course includes a field study related to ecosystem. The Year 11 course includes the modules:

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

The Year 12 course develops knowledge and understanding of heredity and genetic technologies. It also develops knowledge and understanding of the effects of disease and disorders. All students are to attain scientific investigation skills which include practical investigation skills. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

The Year 12 course includes the modules:

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

#### **Skills gained from this subject**

- Practical skills - designing and conducting experiments, collecting data and analysis of data.
- Presenting reports on the completion of research or practicals.
- Secondary investigations, collection and analysis of data.

**How much practical/theory work in this subject?** Practical work incorporates a wide range of experiences in addition to experimental work including identifying investigations, conducting experiments and processing information from secondary sources. Students must complete approximately 120 hours across the Year 11 and Year 12 courses.

**What background and skills are recommended for this subject?** This subject is for students with substantial achievement in Stage 5 science. Students need good organisational skills, a sound work ethic and skills in following laboratory procedures, using laboratory apparatus, research from sources, and interest in detailed investigation, use of technology, graph work, problem solving and independent work in class and at home.

**Are there additional requirements for this course?** Students must demonstrate skills in safe work practices in the laboratory to meet legislative requirements, complete an open-ended investigation and research project which involves working scientifically and independently, and a written and oral presentation.

**How will this course help me in future?** Skills in biology are useful in a range of courses studied at university and TAFE, in the workforce and in everyday life and for a range of careers in biological, medical, health, environmental, forensic and food science, biotechnology and pharmacy. This course, when combined with Physics, Chemistry, Investigating Science or Earth and Environmental Science, provides preparation for many science-based tertiary courses.

**What will I do in this subject?** Business Studies investigates the role, operations and management of business and the roles and responsibilities of business in our society. Factors in the establishment, operation and management of a small business are integral to this course. Students also consider the role of the global business environment and its impact on Australian business.

The Year 11 course includes the topics:

- Nature of Business
- Business Management
- Business Planning

The Year 12 course includes the topics:

- Operations
- Marketing
- Finance
- Human Resources

**What skills will I gain from this subject?** Students will gain an understanding of how businesses operate and the factors affecting the business environment. They will develop skills to assist them in participating effectively in the business environment and in dealing with issues that arise from business activities that impact their lives.

Students will also develop an ability to interpret and communicate business information in appropriate formats. They will develop research and independent learning skills in addition to analytical and problem-solving competencies through their Business Research Project, undertaken in the Year 11 course.

**How much practical/theory work is there in this subject?** This subject is primarily theoretical; however, students are required to conduct a business investigation as a mandatory component of the course. Excursions occur where appropriate and students are also encouraged to participate in the Australian Stock Exchange Game and the Business Studies Competition. The Business Research Project is a mandatory part of the Year 11 course.

**What background and skills are recommended for this subject?** No prior knowledge is assumed. Students should be prepared to further their analytical skills, essay writing skills and critical thinking.

**Are there any exclusions for this subject?** No.

**How will this course help me in the future?** The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and TAFE NSW such as Commerce, Business and Law, as well as in the workforce and everyday life. There are opportunities for students to gain credit transfer in certificate and diploma courses at TAFE NSW. Business Studies helps to prepare students for employment and full and active participation as citizens. Career opportunities may include accountancy, business management, marketing, financial administration, teaching, employment relations and communications.

**What will I do in this subject?** Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. The Chemistry course builds on students' knowledge and skills developed in the Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of science-related fields.

The Year 11 course includes the modules:

- Module 1: Properties and Structure of Matter
- Module 2: Introduction to Quantitative Chemistry
- Module 3: Reactive Chemistry
- Module 4: Drivers of Reactions
- Working Scientifically Skills in addition to depth studies (15 hours) in Modules 1-4.

The Year 12 course develops knowledge and understanding of equilibrium and acid reactions and application of chemical ideas. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. The Year 12 course includes:

- Module 5: Equilibrium and Acid Reactions
- Module 6: Acid/base Reactions
- Module 7: Organic Chemistry
- Module 8: Applying Chemical Ideas
- Working Scientifically Skills & Depth Studies (15 hours in Modules 5–8).

**What skills will I gain from this subject?** Learning experiences have been designed to develop students' expertise in the following skills areas:

- Planning scientific investigations
- Conducting firsthand and secondary source investigations to conduct practicals and collect information, analyse data and report the findings.
- Appropriately use scientific terminology, symbols and visual representation and reporting styles to communicate data and information.
- Critically appraise chemical information, develop scientific thinking and solve problems related to chemistry concepts
- Work effectively as an individual and as a team member.

**How much practical/theory work in this subject?** Practical work incorporates a wide range of experiences in addition to experimental work including identifying investigations, conducting experiments and processing information from secondary sources.

**What background and skills are recommended for this subject?** Learning experiences have been designed to develop students' expertise in the following skills areas:

- Practical investigations - undertaking laboratory experiments, including the use of appropriate digital technologies and fieldwork.
- Secondary-sourced investigations - locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information.

**Are there additional requirements for this course?** Students must demonstrate skills in safe workplace in the laboratory to meet legislative requirements, complete an open-ended investigation and research project, which involves working scientifically and independently, and a written and oral presentation.

**How will this course help me in future?** Skills in chemistry are useful in a range of courses studied at university and TAFE, in the workforce and in everyday life and for a range of careers in chemical industry, medical, health, environmental, forensic and food science, biochemistry and pharmacy. This course, when combined with Physics, Biology, Investigating Science or Earth and Environmental Science provides preparation for many science-based tertiary courses.



**What will I do in this subject?** This is a course for students interested in the areas of family studies, sociology and developmental psychology. The course focuses on skills in resource management that enables people to function effectively in their everyday lives, in families and communities.

Community and Family Studies investigates interactions among the individual, family, community and society. Recognition of the interdependence of the individual and other groups is central to the framework.

The Preliminary course focuses on the individual and their interactions with personal groups, family and community. The HSC course builds upon this by examining how the wellbeing of individuals, families and communities is affected by broader societal influences including sociocultural, economic and political factors.

In the Year 11 course students will undertake three core topics (100%):

- Resource Management
- Individual and Groups
- Family and Communities

In the Year 12 course students will undertake three core topics (75%):

- Research Methodology
- Groups in Context
- Parenting and Caring

An optional component (25%) is selected from: Family and Societal Interactions; Social Impact of Technology; or Individuals and Work.

In Year 12, students are required to complete an Independent Research Project (IRP). Students undertake an in-depth investigation of an area of their choice.

**What skills will I gain from this subject?** Develop problem solving and researching skills; increased self-confidence and self-esteem; and social, communication, leadership, decision making skills.

**How much practical/theory work is in this subject?** There is a substantial theory component and very little practical work.

**What background and skills are recommended for this subject?** A very keen interest in issues surrounding the broad themes of community and family, research and writing.

**Are there additional requirements for this subject?** No.

**Are there any exclusions for this subject?** No.

**How will this course help me in the future?** This course will provide foundation studies for community and family studies and issues. The course would be of great benefit to anyone wishing to take up a career in any of the psychology, sociology, teaching, sport sciences, nursing, or coaching.

**What will I do in this subject?** In this course students are able to study dance as a unique art form in which the body is the instrument for non-verbal communication and expression.

Year 11 course - there is equal emphasis on the components of:

- Core Performance 40%
- Core Composition 20%
- Core Appreciation 20%
- Core Additional 20% - to be allocated by the teacher to suit the circumstances of the class.

Year 12 course:

- Core 60% (composed of Performance 20%, Composition 20% and Appreciation 20%)
- Major study 40% - Students are then given the opportunity to study further in depth one of these components:
  - Performance - This component is based on the fundamentals of modern dance techniques and will require students to perform a 4-6 minute dance work.
  - Composition - Involves the process of creating dance for two to three dancers and will require students to choreograph a 4-6 minute work.
  - Appreciation - Involves the study of two choreographers, their style and influences, and the era in which they worked. Students will also study a dance work and a selected era.
  - Technology/Film - Students create a dance work for film using two to three dancers.

**What skills will I gain in this subject?** Students learn the skills of dance technique to perform and create dances, to critically analyse, respond, enjoy and make discerning judgements about dance. Students will learn to manage their own learning and to work together with others in a range of capacities: as performers, composers, as students in a cooperative learning environment, through problem solving tasks and appreciating dance works.

**How much practical/theory work is in this subject?** There is a lot of practical work in this course, but students must be aware that a solid theoretical background is necessary for success in the HSC. Students are required to elaborate on their work in the HSC in the form of an interview (up to 6 minutes in length) about their performance and composition pieces. Every student must perform, compose and write about dance in this course.

**What background and skills are recommended for this subject?** The performance aspect should be supported by willingness to practise and show an interest in the study of dance. It is advised, but not essential, that the students have background knowledge or have studied dance prior to studying this course.

**Are there additional requirements for this subject?** A course fee applies as well as the cost of costume hire/book/CD/DVD.

**Are there any exclusions for this subject?** No.

**How will this subject help me in the future?** This course is ideal for anyone interested in movement related fields, teaching or creative arts areas. Dance education courses run in some tertiary institutions qualifying students to teach dance. The skills and competencies gained by studying this subject prepare students well for further employment opportunities including professional employment in dance, the performing arts, entertainment and leisure industries, and a range of courses at university and other tertiary institutions.

**What will I do in this subject?** Students will be involved in the practice of making, performing and critically studying in Drama. Students engage with these components through group and individual experiences.

The Year 11 Course covers skills and knowledge relating to:

- Improvisation
- Play Building
- Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

The Year 12 Course involves theoretical study through practical workshops exploring themes, issues, styles and movement through:

- Australian Drama and Theatre
- Studies in Drama and Theatre
- Group Performance
- Individual Project

The Group Performance (3-6 students) involves creating a piece of original theatre (8-12 minutes). It provides opportunity for each student to demonstrate their performance skills. The Individual Project is where students demonstrate their expertise in a particular area. They choose one project from Critical Analysis, Design, Performance, Script Writing or Video Drama.

**What skills will I gain from this subject?** At the end of this course, students should be able to: make and perform different styles of drama; work independently and with others in groups; solve problems; collect, analyse and organise information; and communicate ideas and information.

**How much practical/theory work is in this subject?** The course is 60% practical and 40% theory.

**What background and skills are recommended for this subject?** Desirable skills include understanding of concepts, some background performance or theatre experience (although not essential), preparedness to practise and rehearse, ability to work as an ensemble, and effective process diary/logbook skills.

**Are there additional requirements for this subject?** Students must have a willingness to work both independently and in groups. Students are required to have theatre blacks (black loose-fitting pants and t-shirt) for performances.

**Are there any exclusions for this subject?** Yes – projects developed for assessment in Drama are not to be used either in full or in part for assessment in any other subject.

**How will this help me in the future?** Students who wish to pursue a career in theatre, the entertainment industry, teaching, media communications or public relations gain experience and confidence through this course. Students develop important public speaking and problem-solving skills, as well as the ability to work under pressure and work effectively as part of a team. These are highly sought after skills for any workplace.

**What will I do in this subject?** English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

Year 11 course:

- Common Module – Reading to Write: Transition to Senior English (40 hours)
- Module A: Narratives that Shape our World (40 hours)
- Module B: Critical Study of Literature (40 hours).

Year 12 course:

- Common Module – Texts and Human Experiences (30 hours)
- Module A: Textual Conversations (30 hours)
- Module B: Critical Study of Literature (30 hours)
- Module C: The Craft of Writing (30 hours)

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

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

with at least one of the selected texts authored by Shakespeare.

**What skills will I gain from this subject?** The ability to:

- use clear written and verbal communication skills for a range of purposes and audiences.
- seek and evaluate information and arguments to inform their understanding of ideas.
- make inferences about the intention and meaning of language based on context.
- confidently express personal experiences and opinions and develop knowledge and skills as independent learners.

**How much practical/theory work is there in this subject?** The majority of the work undertaken is theoretical and involves the critical study of ideas and texts in various contexts. Students will apply these ideas to oral and written tasks.

**What background and skills are recommended for this subject?**

- Students who achieve an A or B in Year 10 English should consider undertaking this course.
- An interest in reading and studying literature is essential. A background in wide reading is an advantage in undertaking this course.
- Capacity for independent research and study.

**Are there additional requirements for this subject?** No.

**Are there any exclusions for this subject?** Yes – English Standard, English Studies and English as an Additional Language/Dialect.

**How will this course help me in the future?** Both employment and further education require high level written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English, with its emphasis on critical and interpretive skills, prepares students well for further studies at TAFE or university. Students who study the Advanced English course will be well prepared for further study of English and related disciplines at university, in particular the study of law, journalism, teaching and communication courses.

**What will I do in this subject?** English Extension 1 provides students with the opportunity to extend their use of language and self-expression in creative and critical ways. Students engage with increasingly complex concepts through a broad range of literature from different contexts. Through this, they refine their understanding and appreciation of the significance of texts, and the way that literature shapes and reflects the world.

Year 11 Extension English 1 course:

- Module: Texts, Culture and Value (40 hours)
- Related research project (20 hours)

Year 12 Extension English 1 course:

- Common module: Literary Worlds with ONE elective option (60 hours)

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

**What skills will I gain from this subject?** The ability to:

- learn to use clear written and verbal communication for a range of purposes and audiences
- interpret and evaluate information and arguments for clarity, precision and effectiveness
- make inferences about intention and meaning of language based on contextual clues
- explore using verbal and written language to confidently express personal experiences and opinions, and reflect on development of knowledge and skills as independent learners.

**How much practical/theory work is there in this subject?** Much of the work is of a theoretical nature. Students will apply concepts and skills in a practical way through their own reading and research, independent investigation and oral and written presentations.

**What background and skills are recommended for this subject?** This course is designed for students who achieved very high grades in Year 10 English. A strong interest in reading and the academic study of literature is essential for success in this course.

**Are there additional requirements for this subject?** Students must be studying English Advanced. Year 11 English Extension is a pre-requisite for Year 12 English Extension 1. Year 12 English Extension 1 is a co-requisite for Year 12 English Extension 2.

**Are there any exclusions for this subject?** Yes – English Standard, English Studies and English as an Additional Language/Dialect.

**How will this course help me in the future?** The analytical nature of the course prepares students well for tertiary study, especially for courses in writing, communication, law, journalism, media and teaching.

**What will I do in this subject?** English Extension 2 extends students' conceptual understanding of the ways literature is read and written through their consideration of authorship and their authorial role. Students develop their understanding of the composition process to create a substantial and original Major work.

**Year 12 Extension English 2 course:**

- Author and authority (20 hours)
- Major work (40 hours)

**Text requirements:**

- As part of Author and authority and the associated author study, students undertake an extensive, independent investigation involving a range of complex texts.
- For the Major work the selection of texts will depend on the form of the Major work and be appropriate to the purpose, audience and context of the composition.

**What skills will I gain from this subject?** The ability to:

- Undertake independent investigation
- Think analytically and understand complex ideas
- Undertake and reflect upon the processes of sustained composition

**How much practical/theory work is there in this subject?** Students will apply concepts and skills in a practical way through reading, research, independent investigation and oral and written presentations for their Major work.

**What background and skills are recommended for this subject?** This course is designed for students who completed English Extension 1 in Year 11 and who are studying Year 12 English Extension 1. A strong interest in, and passion for practical application of, at least one specific aspect of English and the academic study of literature is essential for success in this course.

**Are there additional requirements for this subject?** Students must be studying English Advanced and Year 12 English Extension 1 is a co-requisite for Year 12 English Extension 2.

**Are there any exclusions for this subject?** Yes – English Standard, English Studies and English as an Additional Language/Dialect.

**How will this course help me in the future?** The analytical nature of the course prepares students well for tertiary study, especially for courses in writing, communication, law, journalism, media and teaching.

**What will I do in this subject?** English Standard provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts, in order to become confident and effective communicators. Students develop the knowledge to analyse, reconsider and refine meaning, and to reflect on their own processes of responding, composing and learning.

Year 11 course:

- Common Module – Reading to Write: Transition to English Standard (40 hours)
- Module A: Contemporary Possibilities (40 hours)
- Module B: Close Study of Literature (40 hours)

Year 12 course:

- Common Module – Texts and Human Experiences (30 hours)
- Module A: Language, Identity and Culture (30 hours)
- Module B: Close Study of Literature (30 hours)
- Module C: The Craft of Writing (30 hours)

Text requirements:

- Prose fiction
- Poetry
- Drama OR film OR media OR nonfiction

**What skills will I gain from this subject?** The ability to:

- develop clear communication skills for a range of purposes and audiences.
- find information and perspectives to develop their understanding of ideas.
- learn to make assumptions about the purpose and meaning of language based on context
- express personal experiences and opinions and reflect on skills as independent learners.

**How much practical/theory work is there in this subject?** The majority of the work undertaken is theoretical and involves the close study of ideas and texts in various contexts. Students will apply these ideas to oral and written tasks.

**What background and skills are recommended for this subject?** English is a compulsory subject. Year 10 English provides the background required for the study of English at the Higher School Certificate level.

**Are there additional requirements for this subject?** No.

**Are there any exclusions for this subject?** Yes – English Advanced, English Extension 1, English Studies and English as an Additional Language/ Dialect.

**How will this course help me in the future?** Both employment and further education require high level written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English, with its emphasis on critical and interpretive skills, prepares students well for further studies at TAFE or university.

**What will I do in this subject?** English provides students the opportunity to explore the ideas, values, language forms, features and structures of texts from a range of contexts. Through responding to and composing texts, students strengthen their ability to access and comprehend information, assess its reliability and synthesise the knowledge gained from a range of sources for a variety of purposes. **Please note that students wishing to receive an ATAR will need to sit an examination in this course at the end of Year 12.** This course is not recommended for students who wish to attend university.

Year 11 course:

- Mandatory common module – Texts and Human Experiences (30 - 40 hours)
- An additional 2-3 modules to be studied (20-40 hours each).

In Year 11, students are required to study:

- ONE substantial multimodal text, which could be film or media.
- ONE substantial print text, which could be prose fiction, nonfiction, poetry or drama.

Year 12 course:

- Narrative and human experiences (35 hours)
- Writing for purpose (35 hours)
- 2 elective focus areas (50 hours)

In Year 12, students are required to study:

- ONE substantial text drawn from each of the following categories:
  - print text, which could be prose fiction, nonfiction, poetry or drama
  - multimodal text, which could be film or media.
- For Narrative and human experiences, students are required to study:
  - ONE text from the prescribed text list.
- For Writing for purpose, students are required to study:
  - At least FOUR short texts from the prescribed text list

In Year 12 students will also be required to:

- Study ONE text from the prescribed list and one related text for the Common module – Texts and Human Experiences. All Year 12 students study this common module.

**What skills will I gain from this subject?** The ability to:

- Communicate effectively, in both oral and written forms
- Use language for a variety of purposes and audiences
- Think creatively, interpretively and critically
- Learn and reflect on the learning.
- Use language successfully in the workforce.

**How much practical/theory work is there in this subject?** The majority of the work undertaken is theoretical and involves the practical application of written and spoken English.

**What background and skills are recommended for this subject?** English is the only compulsory subject. Year 10 English provides the background required for the study of English at the Higher School Certificate level.

**Are there additional requirements for this subject?** No.

**Are there any exclusions for this subject?** Yes – English Advanced, English Standard, English Extension 1 and English as an Additional Language/ Dialect.

**How will this course help me in the future?** The aim of English Studies is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.



**What will I do in this subject?** Food Technology refers to the knowledge and activities that relate to meeting food needs and wants. The provision and consumption of food are significant activities of human endeavour, with vast resources being expended across domestic, commercial and industrial settings. Students develop an understanding about food systems and skills that will enable them to make informed decisions and carry out responsible actions relating to food. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia. Food issues have a constant relevance to life. Students will develop practical skills in food handling, preparation, cooking, presentation and storage.

Year 11 course covers:

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

Year 12 course covers:

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

**What skills will I gain from this subject?** Opportunities exist for students to develop skills relating to food that are relevant and transferable to other settings. Such skills include the ability to research, analyse and communicate. Students also develop the capability and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.

**How much practical/theory work is in this subject?** It is a mandatory requirement of the Stage 6 Food Technology course that students undertake practical experiences to build upon the concepts explored in theoretical lessons.

**What background and skills are recommended for this subject?** All skills and knowledge will be developed during the two years of this course.

**Are there additional requirements for this subject?** A subject fee applies, and students must wear an apron and enclosed hard leather shoes during practical experiences. Some assessment tasks may require students to bring food in on the day of the assessment.

**Are there any exclusions for this subject?** No.

**How will this course help me in the future?** This course provides students with the knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. It assists students to prepare for employment and full and active participation as citizens. There are opportunities for students to gain recognition in vocational education and training.

**Where can this course lead to?** The knowledge gained from this course will enable students to make informed responses to changes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers. Career options may include, but are not limited to, dietetics, food technologist, teaching, nursing and nutritionist.

**What will I do in this subject?** The course develops student's understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

Year 11 course covers:

- Earth's natural systems (40%)
- People, patterns and processes (40%)
- Human-environment interactions (20%)
- Geographical investigations (20%)

Year 12 course covers:

- Global sustainability (30%)
- Rural and urban places (45%)
- Ecosystems and global diversity (45%)

**What skills will I gain from this subject?** Geography promotes effective and advanced thinking skills necessary for further education, work and everyday life. Other skills gained will include collecting, analysing, organising and communicating information, planning and organising activities, working with others in teams, using mathematical ideas and techniques, using technology and solving problems.

**How much practical/theory work is there in this subject?** Students must undertake 12 hours of compulsory fieldwork in each of the Year 11 and Year 12 courses. Fieldwork reports make up a significant part of the assessment in both years.

**What background and skills are recommended for this subject?** This subject is recommended for students who have a curiosity about how and why the world's people and their environments are so varied, or those who are interested in clarifying or analysing geographical issues, questions and problems. A basic understanding of some geographical skills taught in the mandatory Stage 4 and 5 Geography courses is assumed.

**Are there additional requirements for this subject?** Using geographical tools and skills is an essential part of this course.

**Are there any exclusions for this subject?** No.

**How will this course help me in the future?** Geographers develop understanding and skills to interpret the world around us. This helps us to shape our lives so that we maximise our enjoyment of the wonders of nature while minimising our negative impact on the systems that support life on the planet. Geography provides students with:

- Knowledge of the earth and helps us to plan and make decisions
- Intellectual challenge
- Opportunity to explore issues as informed citizens
- Skills and understandings transferable and applicable to the world of work.

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. Many careers, including law, tourism, meteorology, research, urban planning, international aid work, environmental consultant, sustainability consultant and business will benefit from the study of Geography.

**What will I do in this subject?** In Year 11 Health for Individuals and Communities has a focus on the health of young people, with students having the opportunity to research a selected health issue of interest and analyse the skills needed to protect and enhance health. While The body and mind in motion enables students to investigate how body systems influence and respond to movement and understand the interrelationships between these systems. In the Year 11 course the collaborative investigation must be formally assessed.

Depth Studies provide students with opportunities to develop, consolidate or apply a depth of understanding to course work and the collaborative investigation task in an opportunity to work together to investigate a syllabus topic of their choosing that they would like to explore more deeply.

In Year 12 Health in an Australian and global context explores how healthy Australians are by examining major chronic conditions, diseases and injury, and the impact these have on the health system. In Training for improved performance students compare training plans for recreational or elite individuals and groups, applying their understanding of biomechanics, injury prevention, nutrition, training methods and technology to analyse how athletes can train for sustained movement and performance. In the Year 12 course, one depth study must be formally assessed.

Year 11 course:

- Health for individuals and communities
- The body and mind in motion
- Depth Studies (minimum of two)
- Collaborative Investigation

Year 12 course:

- Health in an Australian and global context
- Training for improved performance
- Depth Studies (minimum of two)

**What skills will I gain from this subject?**

- Understand personal and community health issues
- Understand basic anatomy and physiology
- Have skills in analysis and in the development of personal health. Develop self-confidence, physical well-being, self-esteem, physical motor skills, decision making and developing positive attitudes and beliefs.

**How much practical/theory work is in this subject?** This course is 100% theory. All practical work directly relates to the theory work in class.

**What background and skills are recommended for this subject?** Students should have a very keen interest in PD/H/PE and human movement. Students who have a strong sporting background would benefit from doing this course. This course is open to all serious students who want to expand their knowledge, skills and understanding in Health and Physical Education.

**Are there any exclusions for this subject?** No.

**How will this course help me in the future?** Undertaking this course will provide foundation studies for those students with a special or vocational interest in human movement, and individual and community health issues. The course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, nursing, allied health professions, sports coaching, or physical education teaching.

**What will I do in this subject?** In the Preliminary Course, students will produce a number of metal projects. A project consists of a planning and management folio as well as the constructed item. Students will also study a business within the metals industry. In the HSC course, students will design and construct a major metal project that includes a comprehensive planning and management folio. They will also study the metal industry as a whole.

The Year 11 course - the following sections are taught in relation to the metal industry:

- Industry Study - a case study of a business in the metals industry
- Design and Management - the design and management of time and processes in the production of metal projects
- Workplace Communication - the use of manual and computer techniques to produce sketches, drawings, text, picture and photographs to communicate ideas and information
- Industry Specific Content and Production - the design and production of practical projects.

The Year 12 course - the following sections are taught in relation to the metals industry:

- Industry Study - the study of the metals industry as a whole
- Design and Management - the design and management of time, resources and processes in the production of a major metal project
- Workplace Communication - the use of manual and computer techniques to produce sketches, drawings, text, pictures and photographs to communicate ideas and information
- Industry Specific Content and Production - the design and production of a major practical project.

**What skills will I gain from this subject?** Students will have:

- A knowledge and understanding of the metals industry
- A knowledge of manufacturing processes in the metals industry
- Competence in designing, managing and communicating within the metals industry context
- Skills in producing quality automotive products
- An appreciation of quality products and a knowledge of quality control
- Skills in communication and information processing relevant to the metals industry.

**How much practical/theory work is in this subject?** Practical is 60% and theory is 40% of course.

**What background and skills are recommended for this subject?** Students who have had previous experience in Industrial Technology Stage 5 will be at an advantage.

**Are there additional requirements for this subject?** There is a course fee and students must wear overalls, safety glasses and hard leather covered shoes in the workshop. Long hair must be tied up and protected. Year 12 students must be able to cover the cost of their major practical project.

**How will this course help me in the future?** This course is designed to provide pathways to employment and further education in the metals industry specifically (fabrication, metallurgy and engineering) and more generally in other trades. The course provides an excellent opportunity for students to learn time and resource management techniques.

# INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

## (2 Units)

**What will I do in this subject?** Students will learn about design, project management, fabrication techniques and Work Health and Safety requirements, as well as current and future technologies. These skills are highly sought after in the design, building and construction and engineering industries.

Industrial Technology consists of project work and a management portfolio as well as industry study.

This subject includes an introduction to industrial processes and practices as well as the development of a broad range of skills and knowledge related to the timber products and furniture industries.

Year 11 course:

- Technical drawing skills
- Work Health and Safety
- Construction of one practical project
- The accompanying management folio is computer generated
- Students are also required to undertake the study of an individual business within the timber industry

Year 12 course:

- Students design, develop and construct a Major Project with a management folio
- Students are required to undertake an industry study related to the Timber Industry
- The Major Project is worth 60% and the written HSC paper is worth 40%.

**What skills will I gain from this subject?** Practical carpentry skills; drafting skills; research skills; time management skills; planning and organisation; computer skills.

**How much practical/theory work is in this subject?** Practical is 60% and theory is 40% of course.

**What background and skills are recommended for this subject?** Students who have had previous experience in Stage 5 Industrial Technology will be at an advantage.

**Are there additional requirements for this subject?** There is a course fee and students must wear overalls, safety glasses and hard leather covered shoes in the workshop. Long hair must be tied up and protected. Year 12 students must be able to cover the cost of timber for their major practical project.

**How will this course help me in the future?** This subject will give students the knowledge and skills in the timber industry and will increase job opportunities in a range of practical occupations. Students wishing any career in timber and furnishing or the building and construction industries should consider this course.

**What will I do in this subject?** The Legal Studies course develops students' knowledge and understanding of the nature and functions of law in our society. It examines the structure and sources of the law from a domestic and international perspective as well as the role of the individual. The course examines the balance that the law must strike in respect to the rights and responsibilities of the individual in society as well as investigating current legal issues, conflicts and reforms.

Year 11 course:

- The Legal System (40% course time) – introduction to basic legal notions
- The Individual and the Law (30% course time) – an examination of how the rights and responsibilities of both the individual and society are represented through the State. There is a specific focus on how the law effects the individual and technology
- The Law in Practice (30% course time) – an examination of the dynamic context of the following areas:
  - Status under the law
  - Mechanisms for achieving justice
  - Responsiveness of the legal system in respect to TWO focus groups

Year 12 course:

- Core Part I: Crime (30% course time)
- Core Part II: Human Rights (20% course time) and
- Core Part III: Options (50% course time) two additional options chosen from Consumers, Family, Global Environment Protection, Indigenous Peoples, Shelter, Workplace and World Order.

**What skills will I gain from this subject?** The Legal Studies course requires the ability to investigate, analyse and synthesise social and legal information into articulate legal opinions and reports. Students learn to communicate complex legal ideas and language to appropriate audiences. The course has a significant impact on students' confidence in approaching and accessing the legal system. Legal Studies offers excellent preparation for life after school through an understanding of the legal system, its principles, structures, institutions and processes.

Legal Studies further fosters a respect for cultural diversity and promotes tolerance. It allows students to question and evaluate the legal and democratic institutional structures within the domestic and international environment and to undertake a comparative analysis of other political and institutional structures.

**How much practical/theory work is there in this subject?** Students are required to practically apply contemporary legal structures, media reports and case studies within the wider legal concepts of justice, fairness and equity. This requires a deep understanding of contemporary legal controversies and a development of student-initiated strategies in promoting a just and fair society, with a view to empowering students to participate effectively as citizens at the local, national and international level. Excursions occur where appropriate, including visits to local and district courts, to help gain a greater understanding and appreciation of the legal system.

**What background and skills are recommended for this subject?** No prior knowledge is assumed however essay writing, understanding concepts and terminology would be of benefit.

**Are there additional requirements for this subject?** No.

**Are there any exclusions for this subject?** No.

**How will this course help me in the future?** This course could prepare students for further study in the law and prepare them to participate effectively in everyday life. The course is designed to foster intellectual, social and moral development by empowering students to think critically about the role of the law and legal institutions in society. As a consequence of this, Legal Studies will provide students with an understanding of the legal system, its principles, structures, institutions and processes. It is useful in preparation for further study at TAFE NSW or university in a range of areas.

**What will I do in this subject?** The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. This course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

Year 11 course:

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

Year 12 course:

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

**What skills will I gain from this subject?** Specific objectives of the course are:

- Develop knowledge, understanding and skills about efficient strategies for pattern recognition, generalisation and modelling techniques
- Develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data, statistics and probability
- Develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations
- Develop the ability to interpret and communicate mathematics logically and concisely in a variety of forms.

**How much practical/theory work is in this subject?** The integration of technology is used to enrich the learning experience.

**What background and skills are recommended for this subject?** The outcomes in the Mathematics Advanced Stage 6 syllabus are written with the assumption that students studying this course will have engaged with all the substrands of Stage 5.1 and Stage 5.2. The following substrands of Stage 5.3 – Algebraic Techniques, Surds, and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras' Theorem and Single Variable Data Analysis and at least some of the content from the following substrands of Stage 5.3 – Non Linear Relationships and Properties of Geometrical Figures should have been covered.

**Are there additional requirements for this subject?** No

**Are there any exclusions for this subject?** Yes – Year 11 Mathematics Standard and Year 12 Mathematics Standard 1 and 2.

**How will this course help me in the future?** This course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level. These tertiary studies include life sciences, economics, business, finance, technology, psychology and education. Students who require more substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should study one or both of the Mathematics Extension 1 and 2 courses.

**What will I do in this subject?** Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. This course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

Year 11 course:

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

Year 12 course:

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

**What skills will I gain from this subject?** Specific objectives of the course are:

- Develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques
- Develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis
- Use technology effectively and apply critical thinking to recognize appropriate times for such use
- Develop the ability to interpret, justify and communicate mathematics in a variety of forms.

**How much practical/theory work is in this subject?** The integration of technology is used to enrich the learning experience.

**What background and skills are recommended for this subject?** The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Year 7-10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and stage 5.3, including the optional substrands: Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry.

**Are there additional requirements for this subject?** No.

**Are there any exclusions for this subject?** Yes – Year 11 Mathematics Standard and Year 12 Mathematics Standard 1 and 2.

**How will this course help me in the future?** This course is a basis for further studies in Mathematics as a major discipline at tertiary level. the mathematics extension 1 course is highly recommended for further studies in the mathematics field at university level, and in the areas of physics, chemistry, engineering, statistics and computer science.



**What will I do in this subject?** The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

Year 12 course:

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

**What skills will I gain from this subject?** Specific objectives of the course are:

- Enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- Provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- Provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- Provides a basis for progression to further study mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- Provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

**How much practical/theory work is in this subject?** This course is heavily based on theory and mathematical proofs.

**What background and skills are recommended for this subject?** The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

**Are there additional requirements for this subject?** No

**Are there any exclusions for this subject?** Yes – Year 11 Mathematics Standard and Year 12 Mathematics Standard 1 and 2.

**How will this course help me in the future?** This course is a basis for further studies in Mathematics as a major discipline at tertiary level. The Mathematics Extension 2 course is highly recommended for further studies in the mathematics field at university level, and in the areas of physics, chemistry, engineering, statistics and computer science.

**What will I do in this subject?** Students will learn to use a range of techniques and tools to develop solutions to a wide variety of problems related to their present and future needs and aspirations.

Year 11 course:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

**What skills will I gain from this subject?** The Mathematics Standard Year 11 course is designed to promote the development of knowledge, skills and understanding in areas of mathematics that have a direct application to the broad range of human activity. Modelling and applications are now an integral part of each strand and also merge the strands together.

**How much practical/theory work is in this subject?** A hands-on approach is recommended in this course and practical activities are undertaken where appropriate.

**What background and skills are recommended for this subject?** The Year 11 Mathematics Standard course has been constructed on the assumption that students have studied the content and successfully achieved the outcomes of the Mathematics Years 7–10 Syllabus up to, and including, the content and outcomes of Stage 5.1.

**Are there additional requirements for this subject?** No

**Are there any exclusions for this subject?** Yes. Students may not study any other Year 11 Mathematics course in conjunction with the Year 11 Mathematics Standard course.

**How will this course help me in the future?** Study of Year 12 Mathematics Standard 2 can provide students with a strong foundation for university courses such as the humanities, nursing and paramedical sciences.

**Prerequisites:** The Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus up to, and including, the content and outcomes of Stage 5.1. Students must have studied Mathematics Standard in Year 11.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning.

This course offers students the opportunity to prepare for post-school options of employment or further training.

Please note: students wishing to receive an ATAR will need to sit the HSC examination in this course at the end of Year 12. Students will need to verify their intentions regarding this matter to the Head Teacher Mathematics.

Year 12 course:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

**Prerequisites:** The Mathematics Standard 2 course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2015) up to, and including, the content and outcomes of Stage 5.1 as well as some substrands of Stage 5.2. Students must have studied Mathematics Standard in Year 11.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Year 12 course:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

**What will I do in this subject?** The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Year 11 course:

- Investigating two case studies (50%) – taken from different geographic regions in the world e.g. Decline and Fall of the Romanov Dynasty, The Origins of the Arab-Israeli Conflict and the Rwandan Genocide
- An historical investigation (20%) – allows for individual or group investigation, research and presentation
- Core Study: The Shaping of the Modern World (30%) – this is compulsory.

Year 12 course:

- Core Study – Power & Authority in the Modern World 1919-1946 (30 hours)
- One National Study - a study of a specific period of a nation in the 20th Century (30 hours) e.g. Iran 1945-1989
- One study in Peace and Conflict (30 hours) e.g. Conflict in the Pacific 1937-1951
- Change in the Modern World (30 hours) e.g. Apartheid in South Africa 1960-1994.

Students are required to study one non-European/ Western topic in the Year 12 course.

**What skills will I gain from this subject?** Students of Modern History will develop higher-order skills in research, investigation and critical analysis and the ability to interpret and use both primary and secondary sources.

**How much practical/theory work is there in this subject?** The practical aspects come in the shape of historical investigation and research that continues throughout all courses.

**What background and skills are recommended for this subject?** Students should have an interest in Modern History and be prepared to further their skills in research, wide reading and written expression.

**Are there additional requirements for this subject?** No.

**Are there any exclusions for this subject?** No.

**How will this course help me in the future?** The skills developed in this course will be useful in tertiary education as well as the professional and commercial world. In particular, they are applicable to law, teaching, medicine, communication, social work and journalism.

The **Year 12 History Extension** course provides students with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. The skills and methodologies of this course will be valuable to students in a wide range of disciplines at tertiary level.

A **History Extension** course may be offered in Year 12. This course caters for students from both the Ancient and Modern History courses.

**What will I do in this subject?** In both the Year 11 and Year 12 courses, students will gain widening experience in Performance, Composition, Musicology and Listening through the study of the various concepts of music. Student's study three topics each year from a list of 21 which range from Classical to Pop, Jazz and Rock music. Students are encouraged to both broaden their listening experiences as well as specialise in their chosen areas.

In the Year 12 course, in addition to the Core Studies, students must select three electives from Performance, Composition and/or Musicology. This accounts for 60% of the final course mark.

**What skills will I gain from this subject?** Music is a medium of personal expression that enables the sharing of ideas, feelings and experiences and all students will have the opportunity to develop their musical abilities and potential.

At the end of the course, students should be able to:

- Perform at a high level of musicality and technique on their chosen instrument
- Analyse and compare the different styles of music
- Compose a piece in a variety of styles
- Understand the historic development of music from jazz to modern pop and rock.

**How much practical/theory work is in the subject?** This depends on the electives chosen. Practical work can range between 10% and 70%. In Year 11, 25% of marks and time are devoted to each of performance, composition, musicology and aural.

**What background and skills are recommended for this course?** Recommended skills include having an understanding of concepts, being able to play an instrument or sing, being prepared to practise, having composition experience, being able to use technology and working as a team.

**Are there additional requirements for this subject?** A willingness and ability to work independently and in groups. The HSC examination includes a practical component. Students selecting Composition and Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

**Are there any exclusions for this subject?** Yes – Music Course 2.

**How will this course help me in the future?** Music 1 provides many of the skills required in the diverse fields of the Music Industry. Students may progress into music courses at TAFE or university with a good foundation of knowledge and practical skills. Music also provides knowledge and skills to enhance enjoyment of everyday life.

**What will I do in this subject?** The study of Physics aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications. The Physics course builds on students' knowledge and skills developed in the Stage 5 Science course and helps them develop a greater understanding of physics as a foundation for undertaking post-school studies.

Year 11 course:

- Module 1: Kinematics
- Module 2: Dynamics
- Module 3: Waves and Thermodynamics
- Module 4: Electricity and Magnetism
- Working Scientifically Skills and Depth studies in Modules 1-4

The Year 12 course develops knowledge and understanding of advanced mechanics and electromagnetism. Students will be provided opportunities to engage with all the Working Scientifically skills in investigations. Practical investigations are also an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Year 12 course:

- Module 5: Advanced Mechanics
- Module 6: Electromagnetism
- Module 7: The Nature of Light
- Module 8: From the Universe to the Atom
- Working Scientifically Skills and Depth studies in Modules 5-8

**What skills will I gain from this subject?** Planning and conducting firsthand and secondary source investigations to conduct practicals and collect information, analyse data and report the findings.

- Appropriately use scientific terminology, formulae, scientific calculations and visual representation and reporting styles to communicate data and information.
- Critically appraise scientific information, develop scientific thinking and solve problems related to physics concepts.
- Working effectively as an individual and as a team member.

**What background and skills are recommended for this subject?** Students should have good organisational skills. Also students should have a sound work ethic and skills in following laboratory procedures, using laboratory apparatus, research from secondary sources, use of technology, interest in detailed investigations, graph work and problem solving.

**How much practical/theory work in this subject?** Practical work incorporates a wide range of experiences in addition to experimental work including identifying investigations, conducting experiments, processing information from secondary sources, using ICT and STEM principles. Students must complete 120 hours in each of the Year 11 and Year 12 courses. Of this time 35 hours is dedicated to practical work.

**Are there additional requirements for this course?** Students must demonstrate skills in safe workplace in the laboratory to meet legislative requirements. They must also complete an open-ended investigation and research project which involves working scientifically and independently, and compose and a written and oral presentation

**How will this course help me in future?** Skills in physics are useful in a range of courses studied at university and TAFE, in the workforce and in everyday life and for a range of careers in the mechanical and manufacturing industry, medical, health, aeronautics, and geophysics and pharmacy. This course, when combined with Chemistry, Biology, Investigating Science or Earth & Environmental Science provides preparation for many science-based tertiary courses.

**What will I do in this subject?** Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

The Year 11 course includes the topics:

- The Social and Cultural World: The interactions between persons and groups within societies
- Personal and Social Identity: Socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication: How people in different social, cultural and environmental settings behave, communicate and perceive the world around them

The Year 12 course includes the topics:

Core:-

- Social and Cultural Continuity and Change: The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- The Personal Interest Project (PIP): An individual research project

Depth Studies (TWO to be chosen from):-

- Popular Culture: The interconnection between popular culture, society and the individual
- Belief Systems and Ideologies: The relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion: The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity: The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

**What skills will I gain from this subject?** Students will develop critical thinking and analytical skills as they explore current social and cultural issues. They will enhance their research skills through the Personal Interest Project (PIP), where they will learn to conduct independent research and present their findings effectively. Additionally, students will improve their communication skills, both written and oral, as they engage in discussions and presentations.

**How much practical/theory work is there in this subject?** This subject is primarily theoretical; however, students are required to craft a Personal Interest Project (PIP) as a mandatory component of the course. The PIP functions as a major work, worth 40% of the HSC mark.

**What background and skills are recommended for this subject?** No prior knowledge is required, making this subject accessible to all students. However, an interest in social issues, cultural studies, and research will be beneficial. Students should be prepared to develop their analytical and critical thinking skills, as well as their essay writing abilities.

**Are there any exclusions for this subject?** No.

**How will this course help me in the future?** The study of Society and Culture provides students with essential skills that are applicable across various fields, including sociology, anthropology, psychology, and education. It prepares students for further studies at university or TAFE NSW in areas such as social sciences, humanities, and arts. Additionally, the ability to understand and analyse cultural and social dynamics is valuable in many professions, such as social work, community development, education, health and public policy. Society and Culture equips students to engage thoughtfully with the world, fostering informed and active citizenship.



**What will I do in this subject?** Visual Arts provides exciting and wide-ranging opportunities for students in areas of art making and the study of art criticism and art history. Students can apply a range of ideas, skills and experiment with a variety of art making techniques and media. In the theory component, students critically and historically investigate artworks, critics, historians and artists from Australia as well as from other cultures, traditions and times.

The Year 11 course is broad, while the Year 12 course provides for deeper, increasingly more independent investigations culminating in the Body of Work. Students work in many areas including: painting, drawing, photography, sculpture, ceramics, printmaking, computer digital imaging, multimedia, design to film making and animation. These are the focus for the submitted HSC artworks.

Year 11 course:

- School based assessment: Artmaking (50%), Art Criticism and Art History (50%).

Year 12 course:

- School based assessment: Development of Body of Work (50%), Art Criticism and Art History (50%)
- External Examination: Body of Work (50%), Written Exam (50%).

**What skills will I gain from this subject?** Study of Visual Arts develops skills in critical thinking and problem solving as well as technical skills in a variety of art making processes. Students gain great confidence from the independent work related to developing the Body of Work. Students will also develop skills and enhance creativity to enable self-expression in a visual manner. Visual Arts involves students in the practices of art making, art criticism and art history. Students develop artworks culminating in a Body of Work in the Year 12 course that reflects students' knowledge and understanding about the practice, and which demonstrates the ability to produce a conceptually strong art work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

**How much practical/theory work is in this subject?** Both Year 11 and Year 12 courses are 50% theory and 50% practical.

**What background and skills are recommended for this subject?** While the course builds on Visual Arts courses in Stages 4 and 5 (Years 7-10) it also caters for students with more limited experience in Visual Arts but who are enthusiastic and have an interest in the Arts.

**Are there additional requirements for this subject?** Students must purchase a Visual Arts Process Diary (VAPD). Students must complete a final major work/project which contributes to the final assessment mark. A course fee applies to cover the cost of materials and equipment.

**Are there any exclusions for this subject?** Yes – work developed for assessment in any other subject must not be used in full or in part for assessment in Visual Arts.

**How will this course help me in the future?** In Visual Arts students will develop skills and qualities that are relevant to many situations in the workplace and in further study. This course encourages them to become a critical consumer of contemporary visual culture in a world that is dominated by visual images. It may lead to further post-school study at university or TAFE or vocational training in the context of the work place. The course prepares students for a career in animation, illustration, design, merchandising, visual communication, professional artist, media, and advertising.

The Visual Arts course allows students to work in many practical areas of the arts and produce artworks in a studio setting. This may further assist students in a wide and diverse range of tertiary and career opportunities. The success of this course has seen many students launch careers in the arts whilst success has also been achieved at local and state-wide exhibitions and competitions, including the prestigious Art Express Exhibition.

### EXPLORING EARLY CHILDHOOD

(Non ATAR 2 Units)

**What will I do in this subject?** The study of Exploring Early Childhood will support students in developing a commitment to, and capacity for, lifelong learning in this area. The course explores child development from pregnancy through to starting school. It explores issues that are relevant to promoting positive learning experiences for all children and how to maximise the potential of all children.

The Year 11 course includes the topics:

- Pregnancy and Childbirth
- Young Children and Special Needs
- Play and the Developing Child
- Starting School

The Year 12 course includes the topics:

- Promoting Positive Behaviour
- Learning Experiences for Young Children
- Children's Literature
- Food and Nutrition

**What skills will I gain from this subject?** Students will gain an understanding of development and other related issues within an early childhood context. The course provides students with the opportunity to consider a range of issues in relation to the individual child, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

Children and childhood are examined from a multidisciplinary perspective and students have opportunities to link theory and practice. The approach taken in this syllabus views childhood learning as experiential. That is, children are active learners and learn and make sense of the world around them through their experiences and through their interactions with others.

**How much practical/theory work is there in this subject?** This subject is primarily theoretical; however, students will have the opportunity to engage with and observe children in daycare centres and other settings as part of their course. Practical activities are incorporated into the course to simulate activities and create resources that are used to engage and educate children.

**What background and skills are recommended for this subject?** No prior knowledge is assumed. Students should be prepared to further their analytical skills, essay writing skills and critical and creative thinking.

**Are there any exclusions for this subject?** No.

**How will this course help me in the future?** The study of Exploring Early Childhood offers initial learning experiences that can lead to further post-school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

**What will I do in this subject?**

Numeracy involves drawing on knowledge of particular real life contexts and circumstances in deciding when to use mathematics, choosing the mathematics to use, and critically evaluating its use.

Students become numerate as they develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives in constructive and meaningful ways. Students will learn to interpret, apply and critically evaluate mathematical strategies, and communicate mathematical reasoning in a range of practical situations.

The Numeracy course builds upon the knowledge, skills and understanding presented in the K–10 curriculum and supports students to develop the functional numeracy skills required to become active and successful participants in society. They will be able to manage situations or solve problems in personal and community, workplace and employment, and education and training contexts. This course offers students the opportunity to prepare for post-school options of employment or further training.

The Numeracy syllabus contains two modules in Year 11 and two modules in Year 12.

At Temora High School, these will be taught in the following units:

- Adulting 101
- Farming Fanatics
- Ready Steady Cook!
- Race Around the World
- Try a Trade
- Sporting Heros
- House Rules
- Drive to Survive

**Skills gained from this subject**

- Working and thinking numerically
- Practical life skills - budgeting, applications of numeracy in farming, sports, driving, cooking and travel.
- Numerical skills - working with whole numbers; distance, area and volume; data graphs and tables; fractions decimals and percentages, metric relationships, length mass and capacity; chance; finance; location time and temperature; space and design; rates and ratios; statistics and probability; and exploring with numerical reasoning and mathematical thinking (NRMT).

**How much practical/theory work in this subject?** Students will undertake both theory and practical work relating to each unit plan. Theory work is required for each unit, including the industry investigation as part of Module 4.3 exploring with numerical reasoning and mathematical thinking (NRMT). Practical work incorporates a wide range of experiences and life skills. Students must complete approximately 120 hours across the Year 11 and Year 12 courses.

**What background and skills are recommended for this subject?** This subject is for students who have completed Stage 4 and 5 Mathematics. Students need good organisational skills, a sound work ethic, skills in problem solving and working numerically, and an interest in detailed investigation, use of technology, graph work, and problem solving.

**Are there additional requirements for this course?** No.

**How will this course help me in future?** Numeracy will provide students with the skills to become efficient and numerically literate members of society. Students will learn crucial life skills in dealing with finances and practical applications of numeracy in the real world.

**What will I do in this subject?** The Work Studies course is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

**Year 11 course modules include:**

- Mandatory Module 1: My Working Life (30 hours)
- Module 2: In the Workplace (15-30 hours each)
- Module 3: Preparing Job Applications (15-30 hours each)

**Year 12 course modules include:**

- Module 4: Managing Work and Life Commitments (15-30 hours each)
- Module 5: Personal Finance (15-30 hours each)
- Module 6: Workplace Issues (15-30 hours each)
- Module 7: Experiencing Work (15-30 hours each)

**What skills will I gain from this subject?**

- Recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- Develop an understanding of the changing nature of work and the implications for individuals and society
- Undertake work experience to allow for the development of specific job-related skills
- Acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- Develop skills in accessing work-related information, presenting to potential employers, and functioning effectively in the workplace.

**How much practical/theory work is there in this subject?** There is a work experience component to this course.

**What background and skills are recommended for this subject?** None.

**Are there additional requirements for this subject?** The Year 11 modules are prerequisites for the Year 12 course.

**Are there any exclusions for this subject?** No

**How will this course help me in the future?** The aim of the Work Studies syllabus is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and/or further education and training.

# PUBLIC SCHOOLS NSW RTOs - VOCATIONAL EDUCATION AND TRAINING (VET) School Delivered



Education

## School Delivered Vocational Educational and Training (VET) Courses

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

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

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

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

**Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

**Board Endorsed Courses (BECs)** are courses based on National Industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

## Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have
- make informed decisions about further training and study
- become more employable
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

- **Externally delivered Vocational Education and Training (EVET)**
  - Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.
- **School Based Apprenticeships and Traineeships (SBAT)**
  - Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.



## 2026 Construction Course Descriptor

### CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction NSW Department of Education RTO 90333

*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 – 2 units</b> (2 units x 2 years) Board Developed Course (240 hour)
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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 & Statement of Attainment towards CPC20120 Certificate II in Construction <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.

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

#### Transferrable industry skills gained in this course

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• risk management</li> <li>• time management</li> <li>• basic emergency response</li> </ul> | <ul style="list-style-type: none"> <li>• communication</li> <li>• problem solving</li> <li>• decision making</li> </ul> |
|--|---|

#### Examples of occupations in the construction industry

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• carpentry</li> <li>• joinery</li> </ul> | <ul style="list-style-type: none"> <li>• bricklaying</li> <li>• builder's labourer</li> </ul> |
|--|---|

#### VET requirements

##### Competency-Based Assessment

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

##### Appeals and Complaints

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

#### HSC requirements

##### Mandatory course requirements

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

##### External Assessment (optional HSC examination for ATAR purposes)

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

##### Consumable costs:

**Preliminary - \$130.00 HSC - \$130.00 + materials**

##### Refunds

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

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

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



## 2026 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality NSW Department of Education RTO 90333

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

### Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

### HSC credit – 2 units

(2 units x 2 years)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality

<https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

### Transferrable industry skills gained in this course

- customer service skills
- teamwork
- organisational skills
- adaptability
- critical thinking
- problem solving

### Examples of occupations in the hospitality industry

- food and beverage attendant
- restaurant host/hostess
- function attendant
- espresso coffee machine operator
- receptionist
- barista and café service

### VET requirements

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

### HSC requirements

#### Mandatory course requirements

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

#### External Assessment (optional HSC examination for ATAR purposes)

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

#### Consumable costs:

**Preliminary - \$130.00 HSC - \$130.00**

#### Refunds

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

A school-based traineeship is available in this course. For more information:

<https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality>

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

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



**2026 Manufacturing and Engineering Introduction Course Descriptor**  
**MEM10119 Certificate I in Engineering & Statement of Attainment towards**  
**MEM20422 Certificate II in Engineering Pathways**  
**NSW Department of Education RTO 90333**

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

**Course: Manufacturing and Engineering - Introduction**  
 Board Endorsed Course (240 hour)  
 (2 units x 2 years)

**HSC credit – 2 units**

There is no Australian Tertiary Admission Rank (ATAR) for this course

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 VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways  
<https://training.gov.au/Training/Details/MEM10119> & <https://training.gov.au/Training/Details/MEM20422> You will be expected to complete all requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20422 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.

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

**Transferrable industry skills gained in this course**

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

**Examples of occupations in the manufacturing and engineering industry**

- |                          |                      |                             |
|--------------------------|----------------------|-----------------------------|
| • fitter machinist       | • toolmaker          | • Air conditioning mechanic |
| • refrigeration mechanic | • maintenance fitter |                             |

**VET requirements**

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**HSC requirements**

**Mandatory course requirements**

You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment)

There is no external assessment (e.g. HSC examination) for this course.

**Consumable costs:**

**Preliminary - \$130.00 HSC - \$130.00**

**Refunds**

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

A school-based traineeship is not available in this course.

Exclusions: General information about NESA VET course exclusions can be found

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





## 2026 Sport Coaching Course Descriptor SIS30521 Certificate III in Sport Coaching NSW Department of Education RTO 90333

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

### Course: Sport Coaching

Board Endorsed Course (240 hour)  
(2 units x 2 years)

### HSC credit – 2 units

There is no Australian Tertiary Admission Rank (ATAR) for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching

<https://training.gov.au/training/details/sis30521>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

### Transferrable industry skills gained in this course

- organisational skills
- teamwork
- using technology to collate data
- time management
- problem solving
- communication

### Examples of occupations in the sport coaching industry

- sport coaching development officer
- sports club administrator
- sport journalism
- sports therapist
- strength and conditioning coach
- sport performance researcher

### VET requirements

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

### HSC requirements

#### Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

#### External Assessment

There is no external assessment (optional HSC examination) for this course.

#### Consumable costs:

**Preliminary - \$130.00 HSC - \$130.00**

First aid certificate is a mandatory component of this course; this will be a cost to students to complete

#### Refunds

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

A school-based apprenticeship or traineeship is not available for this qualification.

**Exclusions: Sport Coaching - Certificate II.** Students undertaking both this Sport Coaching course and another course based on the SIS Sport, Fitness and Recreation Training Package should choose different units of competency to meet the requirements of each HSC course and qualification.

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

## VOCATIONAL EDUCATION AND TRAINING (EVET) – Externally Delivered

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

Students will gain work related skills and experience that is recognised and valued by employers. In many EVET courses, in addition to the theoretical training, students will also be required to complete a mandatory work placement. EVET studies can be used to help gain a place in a TAFE NSW Higher Education course or at a university, by contributing to the ATAR. An EVET course may provide students with an industry qualification. EVET courses may also contribute towards credit or advance standing in another TAFE NSW course. By successfully completing an EVET course, students will gain two credentials upon finishing school; one from NESA and another from TAFE NSW.

EVET allows students to:

- gain practical skills to be job ready
- complete NESA units that count towards the HSC
- start or complete a nationally-recognised TAFE NSW qualification at the same time as completing the HSC
- experience an adult learning environment
- choose from a range of courses that are not offered at school
- cost effective pathway to TAFE NSW qualification

**Students need to consider the following points carefully before applying for an EVET course:**

- Students are required to travel to the external EVET course from school unaccompanied by a teacher.
- Students are responsible for catching up on work missed while attending an EVET course, although we will do our best to arrange a student's timetable to minimise a student missing class/es at school.

Types of EVET courses	
<b>Board Developed EVET Courses – Industry Curriculum Framework</b> gives credit towards the HSC and may count towards an ATAR if you: <ul style="list-style-type: none"> <li>• complete a 240 hour course</li> <li>• complete mandatory work placement</li> <li>• complete the optional HSC exam</li> </ul>	<b>Board Endorsed EVET Courses</b> – endorsed by NESA and can count towards the units for the HSC but <b>DO NOT</b> contribute to an ATAR.

Example of courses delivered at TAFE campuses in 2024 could include:

Course
Certificate I in Automotive Mechanical or Vehicle Body
Certificate II Business Services
Certificate II in Electrotechnology
Certificate III Entertainment Industry
Certificate III Financial Services - Accounts Administration
Certificate III in Human Services - Aged Care, Allied Health, Nursing
Certificate III Information & Digital Technology
Certificate II Primary Industries - Agriculture, Horticulture, Conservation
Certificate III Retail Services
Certificate III Tourism, Travel & Events

Course outlines can be found online at <https://www.tafensw.edu.au/study/types-courses/tvet#TVET-Guide>

Further information and application forms are available from your school Careers Adviser.

## DISTANCE EDUCATION

When a student wishes to study a specific course that is either not offered or the class does not run at THS, the student may apply, through the Principal, to undertake the course via distance education through Finigan School of Distance Education, or Aurora College. The student must be able to demonstrate that the course is desirable as part of their future education or employment, demonstrate commitment to their learning and manage their own time effectively. The student will study the course at school during Private Study lessons.

The school has a limited quota of new students enrolling in distance education courses each year, making it critical for prospective students to complete applications early if seeking courses not available at THS.

Applications should be completed this year to allow processing and for work sets to be forwarded early next year. Students are required to pay a fee when the Distance Education application is submitted.

Course information is available at:

- **Aurora College:** <https://aurora.nsw.edu.au/learning/senior-school/enrolment-information/>
- **Finigan School of Distance Education:** <https://finigan-d.schools.nsw.gov.au/distance-education-enrolment/single-course-provision.html>

## LIFE SKILLS COURSES

Students with special education needs who cannot access the regular course outcomes can apply to study Life Skills courses. Students accessing Life Skills courses can qualify for and achieve a HSC credential. There are no external HSC examinations for Stage 6 Life Skills courses and Life Skills courses do not contribute to an ATAR.

The school offers a range of Life Skill courses. Course availability is dependent on staffing and the number of students selecting the particular course. There are some discrete Life Skill classes, while other students undertaking Life Skills courses are integrated into regular classes. Life Skills syllabuses are followed to help students achieve outcomes appropriate to their identified needs.

Placement into Life Skills courses is ONLY made through an interview with the Head Teacher Learning and Support and Deputy Principal.

Students in a support class in the Support faculty are placed by a regional panel. Course selection for these students is made through their Individual Education Plan (IEP).

### Available courses:

- English Life Skills
- Mathematics Life Skills
- Work and the Community Life Skills
- Science Life Skills
  - Living World Science Life Skills
  - Physical World Science Life Skills
- Human Society and its Environment Life Skills
  - Ancient History Life Skills
  - Business Life Skills
  - Geography Life Skills
  - Modern History Life Skills
- PDHPE Life Skills
  - PDHPE Life Skills
  - Community and Family Studies Life Skills
- Creative Arts Life Skills
  - Dance Life Skills
  - Drama Life Skills
  - Music Life Skills
  - Visual Arts Life Skills
- Technology Life Skills
  - Agriculture Life Skills
  - Food Technology Life Skills
  - Industrial Technology Life Skills
  - Textiles and Design Life Skills

## COURSE OFFERING OVERVIEW

<p><b>Board Developed Courses</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Agriculture</li> <li><input type="checkbox"/> Ancient History</li> <li><input type="checkbox"/> Biology</li> <li><input type="checkbox"/> Business Studies</li> <li><input type="checkbox"/> Chemistry</li> <li><input type="checkbox"/> Community and Family Studies (CAFS)</li> <li><input type="checkbox"/> Dance</li> <li><input type="checkbox"/> Drama</li> <li><input type="checkbox"/> English Advanced</li> <li><input type="checkbox"/> English Extension 1</li> <li><input type="checkbox"/> English Extension 2 (Year 12 only)</li> <li><input type="checkbox"/> English Standard</li> <li><input type="checkbox"/> English Studies</li> <li><input type="checkbox"/> Food Technology</li> <li><input type="checkbox"/> Geography</li> <li><input type="checkbox"/> Health and Movement Science (HMS)</li> <li><input type="checkbox"/> Industrial Technology - Metal &amp; Engineering Technologies</li> <li><input type="checkbox"/> Industrial Technology - Timber Products &amp; Furniture Technologies</li> <li><input type="checkbox"/> Legal Studies</li> <li><input type="checkbox"/> Mathematics Advanced</li> <li><input type="checkbox"/> Mathematics Extension 1</li> <li><input type="checkbox"/> Mathematics Extension 2 (Year 12 only)</li> <li><input type="checkbox"/> Mathematics Standard (Year 11 only)</li> <li><input type="checkbox"/> Mathematics Standard 1 (Year 12 only)</li> <li><input type="checkbox"/> Mathematics Standard 2 (Year 12 only)</li> <li><input type="checkbox"/> Modern History</li> <li><input type="checkbox"/> Music 1</li> <li><input type="checkbox"/> Physics</li> <li><input type="checkbox"/> Society and Culture</li> <li><input type="checkbox"/> VET Construction Pathways (Certificate II)</li> <li><input type="checkbox"/> VET Hospitality (Certificate II)</li> <li><input type="checkbox"/> Visual Arts</li> </ul>	<p><b>Board Endorsed Courses (do not contribute to an ATAR)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exploring Early Childhood</li> <li><input type="checkbox"/> Numeracy</li> <li><input type="checkbox"/> Work Studies</li> </ul> <p><b>VET Subjects (do not contribute to an ATAR)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Metal Manufacturing &amp; Engineering Introduction (Certificate I)</li> <li><input type="checkbox"/> Sports Coaching (Certificate III)</li> </ul> <hr/> <p><b>EVET - Externally Delivered Courses (examples offered by TAFE)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Certificate I in Automotive Mechanical or Vehicle Body</li> <li><input type="checkbox"/> Certificate II Business Services</li> <li><input type="checkbox"/> Certificate II in Electrotechnology</li> <li><input type="checkbox"/> Certificate III Entertainment Industry</li> <li><input type="checkbox"/> Certificate III Financial Services - Accounts Administration</li> <li><input type="checkbox"/> Certificate III in Human Services - Aged Care, Allied Health, Nursing</li> <li><input type="checkbox"/> Certificate III Information &amp; Digital Technology</li> <li><input type="checkbox"/> Certificate II Primary Industries - Agriculture, Horticulture, Conservation</li> <li><input type="checkbox"/> Certificate III Retail Services</li> <li><input type="checkbox"/> Certificate III Tourism, Travel &amp; Events</li> </ul> <hr/> <p><b>Distance Education Courses (See individual school websites for course offerings)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aurora College</li> <li><input type="checkbox"/> Finigan School of Distance Education</li> </ul>
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**YEAR 11 2026**  
**Expression of Interest Form**

**Student name:** .....

**How to complete your Subject Selection Form**

Elective forms have been emailed to students, please complete selections online by **Friday 30th May 2025** (Friday, Week 5 Term 2).

If unable to complete your selections online, please contact the Administration Office.

Parents/Carers – by signing below, you are indicating you have discussed your child's chosen subjects with them and agree to the choices made online.

**SECTION A**

Please tick (✓) one of the following:

- (a) ☐ I will be attending Temora High School next year
- (b) ☐ I am uncertain as to whether I will be attending Temora High School next year
- (c) ☐ I will NOT be attending Temora High next year, please indicate below:

Employment: .....

Traineeship: .....

Apprenticeship: .....

Further study/where: .....

Other (please provide details): .....

If you ticked (a) or (b), please complete the subject selection form online.

If you ticked (c) go straight to Section B below and sign it along with your parent/caregiver.

**SECTION B**

.....  
Student signature

.....  
Parent/Carer signature

...../...../.....  
Date

...../...../.....  
Date

**Please return this form to the Administration Office no later than Friday 30th May 2025.**