# Sydney Boys High School

## The Higher School Certificate
## Information Package for Students

Preliminary Course **2027**
HSC Course **2028**

A Parent Information Meeting

for

# Year 11 2027

will be held at 6:00pm via Zoom

on Tuesday 1 September 2026

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## General Information

This is your introduction to the HSC and the options available:

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at University and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals
- The HSC will fairly assess each student's knowledge and skills
- If you meet the minimum standard expected in a course you will receive a mark of 50 *(for 2 Unit courses)*. If you have a higher standard of performance, you will receive a higher mark
- For each course you will receive easy-to-understand reports. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course

## What type of courses can I select?

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

### Board Developed Courses

These courses are developed by the NSW Education Standards Authority (NESA). For each course the following information is available on NESA's website: (www.educationstandards.nsw.edu.au):

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale

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

### Board Endorsed Courses

There are three main types of Board Endorsed Courses – Content Endorsed Courses, University Developed Courses and School Designed Courses.

- Content Endorsed Courses *(CECs)* have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses
- University developed courses have been developed by universities for study by HSC students
- Schools may also design courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate
- Some Board Endorsed Courses are one-year only courses

There is no external examination for any Content Endorsed Course, University Developed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.

## What are units?

All courses offered for the Higher School Certificate have a unit value. Most courses are 2 unit courses. 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 per week *(approximately 120 hours per year)*
**= 100 marks**

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

**2 Unit Course**
This is the basic structure for all courses.

**Extension Course**
Extension study is available in a number of subjects. Extension courses are 1 unit courses that build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music and some Languages.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension course in these subjects if they are to proceed to the HSC Extension 1 course. Students must study the HSC Extension 1 course if they are to study the HSC Extension 2 course. The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC Extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

**1 Unit Courses**
Studies of Religion can be undertaken as a one-unit course.

## Requirements for the Award of the HSC

If you wish to be awarded the HSC:

You must study **successfully** a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:

- at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
- at least three courses of 2 units value or greater
- at least four subjects
- You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course
- You must have sat for and made a serious attempt at the required Higher School Certificate examinations

- If you wish to receive the ATAR, you must study a minimum of 10 Board Developed units in the HSC Course. The booklet*, University Entry Requirements 2026 – Year 10 Booklet,* published by UAC, contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry **is available on the UAC Website: http://www.uac.edu.au**

## Assessment and Reporting

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

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

The HSC reports will provide a description of your achievements.

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

The other 50% will come from the HSC examination.

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

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

- The HSC Testamur
  *The official certificate confirming your achievement of all requirements for the award*

- The Record of Achievement
  *This document lists the courses you have studied and reports the marks and bands you have achieved*

- Course Reports
  *For every HSC Board 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 statewide distribution of marks in the course is also shown*

## How to choose your subjects

**Interest**
This is the most important factor. You must choose subjects that interest you most. There is little point in choosing a subject because it is "good for you" if you have no interest in it. Such a decision may ultimately disadvantage you.

**Past performance**
It is very important that you are realistic about your skills and ability. Seek the advice of your teachers about your capacity to cope with a particular subject, including subjects containing major works.

**Future ambitions**
Some subjects are a desirable preparation for future courses or careers and a few are "assumed knowledge". Students should consult the Careers Adviser if they are uncertain about "assumed knowledge" for University courses.

**Gather Information**
It is wise to carry out as thorough an investigation as you can to determine which are the best courses for you.

- ✓ Discuss subject choice and tertiary requirements with the Careers Adviser
- ✓ Discuss subject content with senior subject teachers and senior students
- ✓ Investigate careers and employment opportunities and appropriate training courses at universities and TAFE
- ✓ Read the UAC Guide, Job Guide
- ✓ Talk to employers, students and staff at tertiary institutions
- ✓ Discuss your choices with your family
- ✓ The more research you do, the more informed your decisions will be

All current Year 10 students will have the opportunity to meet with a staff member to discuss their subject selections during Term 3 before finalising their preferences.

## HSC Courses offered at SBHS in 2027-28

Board Developed and Endorsed Courses

| Preliminary & HSC Courses (2 Unit) | Preliminary Extension Courses (1 Unit) | HSC Extension Courses (1 Unit) |
|---|---|---|
| Ancient History[1] | | HSC History Extension |
| Biology | | |
| Business Studies | | |
| Chemistry | | |
| Drama | | |
| Economics | | |
| Engineering Studies | | |
| English Advanced | Preliminary English Extension 1 | HSC English Extension 1<br>HSC English Extension 2 |
| Geography | | |
| Health & Movement Science | | |
| Investigating Science | | |
| Legal Studies | | |
| Mathematics Advanced | Preliminary Mathematics Extension 1 | HSC Mathematics Extension 1<br>HSC Mathematics Extension 2 |
| Modern History[1] | | HSC History Extension |
| Music#<br>Music 1[2]<br>Music 2 | | HSC Music Extension |
| Physics | | |
| Software Engineering | | |
| Studies of Religion I – 1 Unit | | |
| Studies of Religion II | | |
| Visual Arts | | |

## HSC Board Developed and Endorsed Courses (continued)

Languages

| Preliminary & HSC Courses (2 Unit) | Preliminary Extension Courses (1 Unit) | HSC Extension Courses (1 Unit) |
|---|---|---|
| Chinese Continuers | | HSC Chinese Extension |
| Chinese in Context (Heritage) | | |
| Classical Greek Continuers | | HSC Classical Greek Extension |
| French Beginners | | |
| French Continuers | | |
| German Continuers | | |
| Japanese Beginners | | |
| Japanese Continuers | | |
| Latin Continuers | | HSC Latin Extension |

**HSC Course Notes**

These notes and footnotes refer to the list of courses

**A number of subjects include a requirement for the development of project work for either Internal or External Assessment – for example, Visual Arts, Design & Technology, Drama, English Extension 2. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject**

# You may select one course only from each of these subject groups.

1. Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and / or Modern History

2. You cannot study this subject if you wish to attempt the associated HSC Extension course

***Additional information about courses and the HSC is available on the NSW Education Standards Authority Website:*** *http://www.educationstandards.nsw.edu.au*

# Information on each Course

Board Developed Courses

**Ancient History** **Contact:** Ms M Rigby

2 units for each of Year 11 and Year 12
Board Developed Course
**Exclusions:** Nil

**Course Description**

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of 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.

**The Year 11 Course** is structured to provide students with the opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

**The Year 12 Course** is structured to provide students with the opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

**Main Topics Covered**

**Year 11 Course**

- *Part I:*
  - Investigating Ancient History: The nature of Ancient History
  - Case studies
- *Part II:* Features of ancient societies
- *Part III:* Historical investigation

**Year 12 Course**

- *Section I:* Core Study: Cities of Vesuvius-Pompeii and Herculaneum
- *Section II:* Ancient Societies – Spartan society to the battle of Leuctra 371 BC
- *Section III:* Personalities and their times – Xerxes
- *Section IV:* Historical Period – Greece: The Greek world 500 – 440 BC

Students must make their selections in the HSC course from at least **two** of the following areas: Egypt, near East, Greece and Rome.

**Particular Course Requirements**

The Preliminary course is a prerequisite for the HSC course.

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A three-hour written examination in four parts, including short answer and extended response questions. Each section is worth 25 marks with questions of various weightings | 100 | • Knowledge and understanding of course content<br>• Historical skills in the analysis and evaluation of sources and interpretations<br>• Historical inquiry and research<br>• Communication of historical understanding in appropriate forms | 40<br>20<br>20<br>20 |
| | **100** | | **100** |

**HSC History Extension Course**

For information on the HSC History Extension course, see the History Extension information page.

**Biology** **Contact:** Mr M Hood

2 unit HSC
Board Developed Course
**Exclusions**: Nil

**Course Description**

Students build on their learning from the *Science 7-10 Syllabus (2023)* as they investigate phenomena, make predictions and solve problems related to health, sustainability and biotechnology. Students generate and analyse data and evaluate results to make ethical, evidence-based decisions as informed, reflective and scientifically literate citizens.

Through the study of Biology 11-12, students:

- develop knowledge and understanding of the complex interactions between living things and how human actions can affect the environment
- apply their knowledge of biology to investigate phenomena, make predictions, address real-world problems and explore the impact of science on society
- explore how Aboriginal and Torres Strait Islander peoples' ways of Knowing, Being and Doing enhance and provide social and cultural context to the study of biology
- develop critical thinking, ethical decision-making and problem-solving skills

**Main Topics Covered**

**Year 11 Course**

- Cells as the basis of life
- Cells to systems
- Evolution and ecosystems

**Year 12 Course**

- Heredity
- Diseases
- Biodiversity
- Biotechnology

**Particular Course Requirements**

Year 11 and 12 courses each involve 120 hours of indicative hours, including 10 hours of depth studies.
Year 11 Biology students are required to complete compulsory field work.

**Assessment:** HSC Course only

- Skills assessment 1
- Half yearly examination
- Skills assessment 2
- Trial examination

**Standard of Work**

Student's undertaking Year 11-12 Biology are required to work and attain a minimum of a Band 4 standard

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| • **Section I** Objective response questions to the value of 20 marks | 20 | • Skills working scientifically<br>• Knowledge and understanding of course content | 60<br>40 |
| • **Section II** There will be 20 to 25 items. At least two items will be worth 7 to 9 marks | 80 | | |
| | **100** | | **100** |

**Business Studies** **Contact:** Mr P Loizou

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

**Course Description**

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

**Preliminary course structure** *(120 indicative hours)*

| Topic | Indicative hours | % of course time |
|---|---|---|
| • Nature of business | 24 | 20 |
| • Business management | 48 | 40 |
| • Business planning | 48 | 40 |

**HSC course structure** *(120 indicative hours)*

| Topic | Indicative hours | % of course time |
|---|---|---|
| • Operations | 30 | 25 |
| • Marketing | 30 | 25 |
| • Finance | 30 | 25 |
| • Human Resources | 30 | 25 |

**Particular Course Requirements**

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

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | |
|---|---|---|---|
| A three-hour written examination, including multiple sections: | | • Knowledge and understanding of course content | 40 |
| • Multiple-choice | 20 | • Stimulus based skills | 20 |
| • Short answers | 40 | • Inquiry and research | 20 |
| • Stimulus response | 20 | • Communication of economic information, ideas and issues in appropriate forms | 20 |
| • Extended response | 20 | | |
| | **100** | | **100** |

The study of Commerce in the Junior school is **NOT** a pre-requisite for Business Studies in the Senior school. And all Year 11 students are free to select Business Studies as one of their HSC subjects.

The study of HSC Business Studies will enable students to participate effectively and responsibly in a changing business environment. Students have the opportunity to bridge the gap between school and work and develop a range of business related skills. Its integrated approach provides a business focus that prepares students both to engage in business activities and to participate in various business operations. The course provides an excellent foundation for tertiary study in Business related fields such as Management, Accounting, Marketing, Information Systems, Merchant Banking, Finance and Security Analysis, Business Law, Human Resource management and Industrial Relations.

**Chemistry** **Contact:** Mr M Hood

2 unit HSC
Board Developed Course
**Exclusions**: Nil

**Course Description**

Chemistry is the study of the physical and chemical properties of substances, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

**Main Topics Covered**

**Year 11 Course**

- Properties and structure of matter
- Introduction to quantitative Chemistry
- Reactive Chemistry
- Drivers of reactions

**Year 12 Course**

- Equilibrium and acid reactions
- Acid/base reactions
- Organic Chemistry
- Applying Chemical ideas

**Particular Course Requirements**

The Year 11 and 12 courses each involved 120 hours of indicative study.

**Assessment:** HSC Course only

- Skills assessment
- Half yearly examination
- Depth study
- Final examination

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| • **Section I** Objective response questions to the value of 20 marks | 20 | • Skills working scientifically | 60 |
| | | • Knowledge and understanding of course content | 40 |
| • **Section II** There will be 20 to 25 items. At least two items will be worth 7 to 9 marks | 80 | | |
| | **100** | | **100** |

***Note:*** *As communicated in the Year 10 assessment handbook, to be considered eligible for entrance into Stage 6 Chemistry, all current Year 10 students* ***must attain a minimum of 70%*** *in their Year 10 Chemistry assessment tasks. This is based upon a minimum Band 4 standard as outlined in the Course Performance Descriptors for Chemistry which can be found on the NESA website.*

*For any student wishing to enter all three senior Sciences (Biology, Chemistry and Physics) you must apply to the Head Teacher Science in writing via email, before subject selection.*

**Chinese Continuers** **Contact:** Mr T Zheng & Ms W Zhang

2 units for each of Preliminary and HSC, with the option of a 1unit Extension course for the HSC
Board Developed Course

**Prerequisites** Study of Chinese to Year 10 level or equivalent knowledge is assumed

**Eligibility Criteria**

- Students have had no more than one year's formal education from the first year of primary education *(Year 1)* in a school where the language is the medium of instruction
- Students have no more than three years residency in the past 10 years in a country where the language is the medium of communication

**Course Description**

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

**Main Topics covered**

**Themes**

- The individual
- The Chinese-speaking communities
- The changing world

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying Chinese culture through texts

**Particular Course Requirements:** Nil

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A ten-minute oral examination:<br>• Conversation | 20 | • Speaking | 20 |
| | | • Listening and responding | 30 |
| A three-hour written examination:<br>• Listening and responding | 25 | • Reading and responding | 30 |
| • Reading and responding<br>– Part A | 25 | • Writing in Chinese | 20 |
| – Part B | 15 | | |
| • Writing in Chinese | 15 | | |
| | **100** | | **100** |

**Chinese in Context (Heritage Chinese)** **Contact:** Mr T Zheng & Ms W Zhang

2 units for each of Preliminary and HSC
Board Developed Course
**Prerequisites** Study of Chinese to Year 10 level or equivalent knowledge is assumed

**Target Candidature**

- Students typically have been brought up in a home where the language is used, and they have a connection to that culture
- These students have some degree of understanding and knowledge of the language
- Students may have had formal education in a school where the language is the medium of instruction **up to the age of ten**

**Eligibility Criteria**

- Students have had **NO** formal education in a school where the language is the medium of instruction beyond the year in which the student turns ten years of age *(typically Year 4 or 5 of primary education)*

**Course Description**

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

**Main Topics covered**

**Issues**

- Young people and their relationships
- Traditions and values in a contemporary society
- The changing nature of work
- The individual as a global citizen
- Australian identity

Students' language skills are developed through tasks such as:

- Conversation and monologue
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying Chinese culture through texts

**Particular Course Requirements:** Nil

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| **Written examination**<br>• Section 1: Processing and responding<br>• Section 2: Composing texts<br>**Oral Interacting**<br>(Monologue) | 50<br>30<br>20 | • Processing and responding<br>• Composing<br>• Oral interacting<br>• Personal investigation | 30<br>25<br>25<br>20 |
| | **100** | | **100** |

**HSC Chinese Extension** **Contact:** Mr T Zheng & Ms W Zhang

1 unit for HSC
Board Developed Course
**Prerequisites** The Chinese Continuers preliminary course is a prerequisite
**Co-requisites** The Chinese Continuers HSC course is a co-requisite
**Exclusions** Nil

**Course Description**

The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Chinese language and culture will be enhanced through accessing a variety of texts, some of which are prescribed, related to the theme and issues. Students will extend their ability to use and appreciate Chinese as a medium for communication and creative thought and expression.

**Main Topics Covered**

**Theme**

- Individual and contemporary society

**Prescribed Issues**

- Pursuit of personal goals
- Relationships
- Social inequality

Students' knowledge and understanding of the issues are developed through tasks such as:

- Discussing issues in prescribed and related texts
- Presenting points of view on issues
- Analysing aural and written texts

**Prescribed text**

Film title: *Nice View (2022) 奇迹·笨小孩*
Director: Wen Muye

**Particular Course Requirements:** Nil

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| Oral examination:<br>• Monologue | 10 | • Speaking skills | 10 |
| | | • Analysis of text | 20 |
| A two-hour written examination:<br>Response to prescribed text | | • Writing skills | 20 |
| • Part A | 15 | | |
| • Part B | 10 | | |
| • Writing in Chinese | 15 | | |
| | **50** | | **50** |

**Classical Greek Continuers** **Contact:** Mr D Burrow

2 units for each of Preliminary and HSC, with the option of a 1unit Extension course for the HSC
Board Developed Course

**Prerequisites** Study of Classical Greek to Year 10 level or equivalent knowledge is assumed

**Exclusions** Nil

**Course Description**

The study of Classical Greek provides students with access to the culture, thought and literature of Ancient Greece. It also allows students to study the continuing influence of Classical Greek on the languages, cultures, literatures and traditions which have derived from them.

**Main Topics Covered**

Prose and Verse; philosophy and drama themes, such as societal ethics and morals, state of community bliss, stylistic choices that define the genres and their style of writing, staging of a drama play, chorus as an important aspect of the plays, historical background of the works.

**Prescribed Texts**

Lysias, *Speeches 1 and 12* and Aristophanes, *Clouds for HSC 2027 (new prescriptions for HSC 2028 has yet to be released by NESA)*

**Preliminary Course**

Study of a range of extracts of texts in the original Classical Greek. Students develop skills of translation and literary analysis.

**HSC Course**

Study of a prescribed prose and a prescribed verse text. Students study extracts in the original Classical Greek and the work as a whole in translation.

Students will study:

- Literary features
- Context
- Historical, religious and cultural references
- Ideas, beliefs, arguments and practices
- Language and linguistic features of these texts
- Students develop skills of translation of unseen texts

**Particular Course Requirements:** Nil

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A three-hour written examination consisting of:<br>• Prescribed text – prose<br>• Prescribed text – verse<br>• Unseen prose and verse texts – translation | <br><br>35<br>35<br>30 | • Skills in translating<br>• Skills in grammar analysis<br>• Understanding prescribed texts<br>• Understanding and translating unseen texts | 30<br>10<br>30<br>30 |
| | **100** | | **100** |

**HSC Classical Greek Extension** **Contact:** Mr D Burrow

1 unit for HSC
Board Developed Course
**Prerequisites** The Classical Greek Continuers preliminary course is a prerequisite
**Co-requisites** The Classical Greek Continuers HSC course is a co-requisite
**Exclusions** Nil

**Course Description**

The Extension course extends student's knowledge and understanding of Classical Greek literature and language. It develop students' ability to analyse and response critically to Classical Greek texts.

**Main Topics Covered**

**Epic**

Epic is a genre, characterisation of the Greek Heroes, stylistic features and linguistic choice which define the genre

**Prescribed text**

Students study extracts of Home in the original Classical Greek and the work as a whole in translation, namely *Homer's Odyssey I*, lines 156-444 and *Odyssey VI*, lines 85-331 to be read in Classical Greek; and the rest of *Homer's Odyssey I* and *IV* to be read in English *(Prescription for 2027–2028)*

**Non-prescribed text**

Translation of texts into English and translation of English text into Classical Greek.

Students' knowledge and understanding are developed through analysis of:

- Literary features
- Context
- Ideas, beliefs, arguments and practices
- Language and linguistic features of these texts

**Particular Course Requirements:** Nil

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A two-hour written examination:<br>• Translation of prescribed text<br>• Analysis of prescribed text<br>• Extended response<br>• Analysis of non-prescribed texts<br>• Questions related to the non-prescribed texts | <br>8<br>12<br>10<br>15<br>5 | • Skills in understanding, analysing and translating complex prescribed texts<br>• Skills in understanding, analysing and translating complex non-prescribed texts | 70<br>30 |
| | **50** | | **100** |

**Drama** **Contact** : Ms A Barry

2 units for each of Preliminary and HSC
Board Developed Course
The new Drama 11-12 Syllabus *(2025)* is to be implemented from 2027

**Course Description**

Drama is the study of how people express and interpret individual and collective perspectives and experiences through creative and critical choices. Drama and theatre have existed and evolved as dynamic artistic, cultural, social and personal practices in every human culture.

Drama is an embodied and collaborative art form. Its study provides a means for exploring and articulating affective, critical and aesthetic perspectives and investigating how conventions, forms and styles shape dramatic meaning and audience engagement. Drama allows the staging of lived and imagined experiences and the interpreting and questioning of ideas, images and stories by practitioners and audiences.

In Stage 6 Drama, students learn how dramatic practitioners craft and communicate through the dramatic elements in embodied, collaborative, safe, creative and critical processes. Through this study, students learn about diverse stories, voices and perspectives of Aboriginal and Torres Strait Islander practitioners encouraging social and Cultural discussions to build and strengthen their understanding of the representations in these works.

The study of Drama provides opportunities for students to become more informed dramatic practitioners, building their knowledge of dramatic conventions, forms and styles to extend and enrich their creative and critical works. The syllabus provides pathways to further study, education, vocational training and careers in drama-related areas such as performance, directing, scriptwriting, set, costume and promotion design. It also develops collaborative, creative skills, relevant to the wider creative industries, including, media, event management, arts administration and communications.

**Preliminary Course**
In Year 11, students build their knowledge, understanding and skills in dramatic contexts, dramatic processes and dramatic elements through the following focus areas:

- ***Forms and styles***
  Students explore how artistic, cultural, social and personal contexts influence dramatic form, style and meaning

- ***Improvising and devising***
  Students explore how spontaneous, unscripted action is used to generate, shape and refine new ideas and possibilities for dramatic work. Experimenting with movement, voice and relationships, students build imaginative and embodied work in response to a range of stimulus and contexts

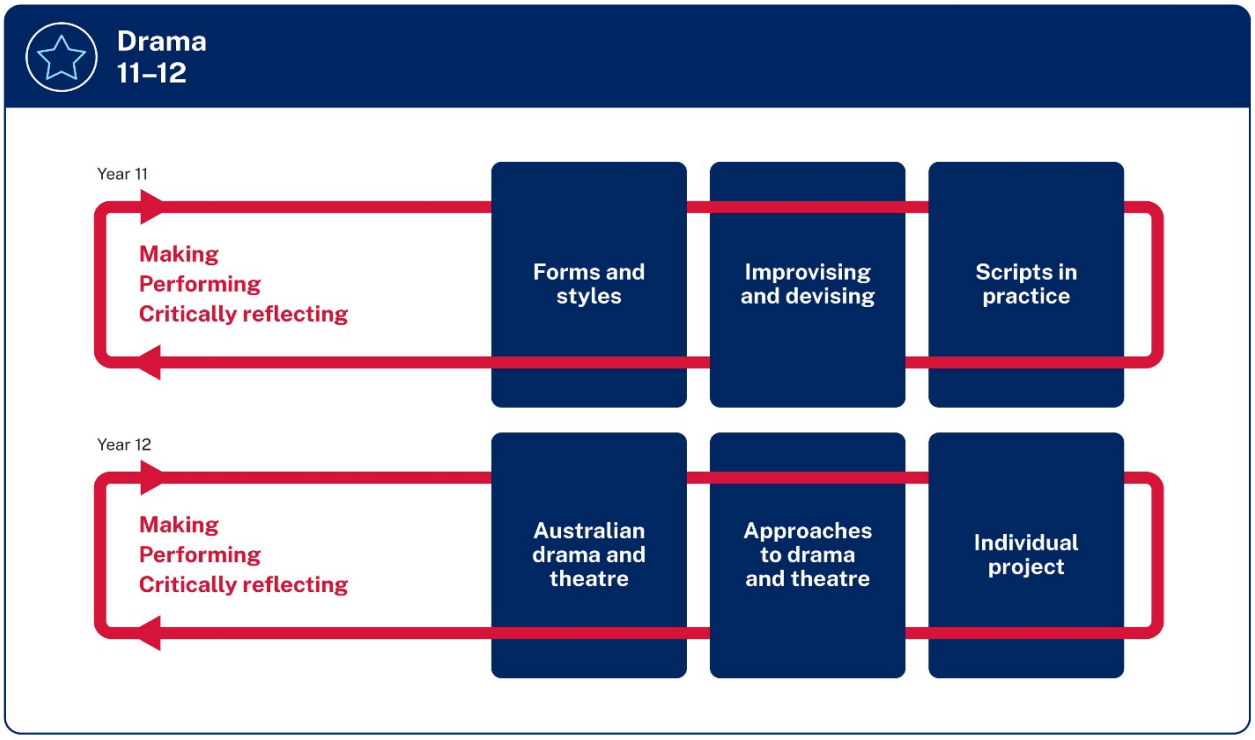
- ***Scripts in practice***
  Students analyse and explore how dramatic practitioners shape and interpret scripted works to realise creative intent. Through experimentation and enactment they interpret and stage a variety of scripted works, conventions and approaches

**HSC Course content**
In Year 12, students synthesise and apply their knowledge, understanding and skills within and across the following focus areas:

- ***Australian Drama and Theatre***
  Students explore how Australian practitioners use dramatic forms, styles and conventions to convey ideas and perspectives through the study of TWO prescribed Australian works. Students analyse dramatic contexts, experiment with dramatic elements and apply dramatic processes to interpret and embody dramatic moments and explore dramatic meaning. Students create and engage in meaningful theatrical experiences that consider Australian voices, perspectives and representations and critically reflect on audience engagement with the ideas and images presented in the works

- ***Approaches to Drama and Theatre***
  Students investigate, research and experiment with the approaches of theatre making of ONE prescribed practitioner and draw on these approaches to collaboratively devise an **ensemble performance**. They manipulate dramatic contexts to generate, structure, rehearse, refine and stage their work by applying the conventions of the prescribed practitioner's approach to communicate meaning and creative intent. Students refine creative choices to inform their staged work through critical reflection and evaluation

- ***The creation of an individual project***
  Students initiate, structure and shape an individual project in ONE of the following dramatic forms: design *(costume OR promotion OR set),* director's folio, performance, scriptwriting or short film




**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| Written examination:<br>• 1½ hours plus 5 minutes reading time | 30 | • Making | 40 |
| | | • Performing | 30 |
| Performance examination:<br>• Ensemble performance | 30 | • Critically reflecting | 30 |
| Individual project | 40 | | |
| | **100** | | **100** |

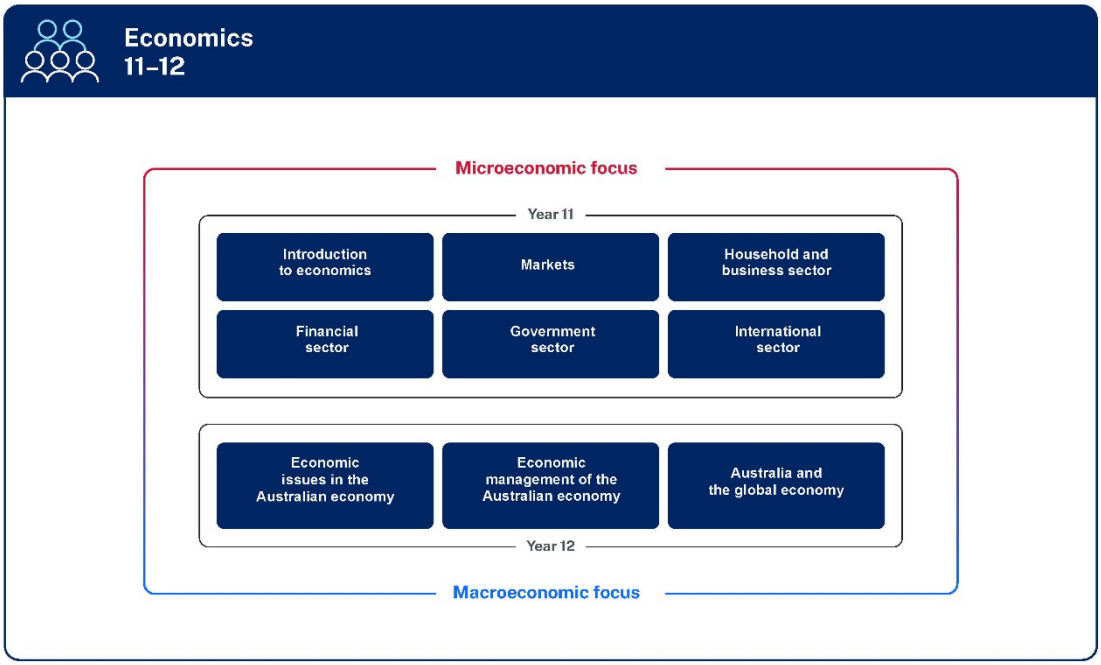
**Economics** **Contact:** Mr P Loizou

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

**Course Description**

The *Economics 11–12 Syllabus* has an overarching emphasis on microeconomics in the Year 11 course, beginning with a study of the foundation principles and models of the discipline, followed by extensive learning of demand and supply in Markets, with the Household and business sector, Financial sector, Government sector, and International sector arranged around the circular flow of income model. The Year 12 course has a primary focus on macroeconomics through the study of Economic issues in the Australian economy, Economic management of the Australian economy, and Australia and the global economy. The structure of the course provides students with opportunities to apply their knowledge of economic principles to a range of real-world contexts.

**Main Topics Covered**




| Course Weightings | Knowledge and understanding of course content | Skills in the interpretation and analysis of stimulus | Communication of economic information, ideas and issues in appropriate forms |
|---|---|---|---|
| Year 11 – Course | 50% | 30% | 20% |
| Year 12 – Course | 50% | 30% | 20% |

The study of Commerce in the Junior School is **NOT** a pre-requisite for the study of Economics in the Senior School, and all Year 11 students are free to elect Economics as one of their HSC subjects. The course effectively combines economic theory with current everyday economic issues and students learn to recognise and understand the major issues of the day.

The everyday relevance of its content makes the study of HSC Economics of great value not only to students interested in careers in the business world, but to all students. Economics provides an understanding of decision making processes in the world of big business, finance and government and provides an invaluable background for students contemplating tertiary studies and careers in Law, Commerce *(marketing, economics, econometrics, industrial relations, etc.),* Statistics, Accountancy, the Diplomatic Corps, Politics, Government, Merchant Banking and the Public Service.

## Engineering Studies

**Contact**: Ms R Dam

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

**Course Description**

Engineering Studies is a rigorous, future-focused course for students who enjoy solving complex problems, understanding how systems work, and applying mathematics, science and design thinking to real-world challenges. Students investigate authentic engineering applications, analyse products and systems, and communicate ideas through technical reports, calculations, diagrams and evidence-based reasoning.

Students explore fields such as biomedical, civil, transport, aeronautical, telecommunications, mechanical, electrical and materials engineering. For those considering engineering, architecture, applied science, design, aviation, infrastructure or technology-related pathways, this course develops disciplined problem-solving, technical communication, systems thinking and evidence-based decision-making.

**Main Topics Covered**

**Preliminary Course**

Students build a strong foundation in engineering thinking through applied modules that connect theory with real-world systems, products and innovation:

***Engineering fundamentals*:** learn the core principles engineers use to analyse forces, materials, structures and mechanical systems
***Engineered products**:* investigate how products are designed, tested, manufactured and refined to solve practical problems
***Braking systems:*** explore the engineering behind safety, motion, friction, energy transfer and control in transport systems
***Biomedical engineering:*** examine how engineering improves health, movement, diagnosis, prosthetics and human performance

**HSC Course**

In the HSC course, students apply engineering analysis to increasingly complex fields that shape modern infrastructure, transport, flight and communication:

***Civil structures:*** analyse bridges, buildings and infrastructure, including loads, materials, stability and structural performance
***Personal and public transport:*** investigate how vehicles and transport systems are engineered for efficiency, safety, performance and sustainability
***Aeronautical engineering:*** study the engineering of flight, including aerodynamics, aircraft structures, propulsion and design constraints
***Telecommunications engineering:*** understand how modern communication systems transmit, process and protect information across networks

**Particular Course Requirements**

Attention is given to Engineering Reports in relation to the modules studied.

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A three-hour written examination:<br>**Section I** – Multiple-choice questions and application modules<br>**Section II** – Short structured responses<br>– historical and societal influence<br>– scope of the profession<br>– application and focus modules<br>**Section III** – Engineering report-style responses<br>– all modules | 10<br>70<br>20 | Internal assessment tasks may include tests, investigations, research, engineering reports and oral or written communication<br>• Knowledge and understanding of course content<br>• Knowledge and skills in research, problem solving, and communication related to engineering practices | 60<br>40 |
| | **100** | | **100** |

**English Advanced** **Contact:** Mr K Caputo

2 units for each Preliminary and HSC
Board Developed Course
**Exclusions:** Nil

**Course Description**

Students will study a variety of texts in each of the Preliminary and HSC English Advanced courses. The texts may vary by class, with the classroom teacher selecting those that will be meet the needs of the class.

**Preliminary course** students will:

- Study a range of types of texts including prose fiction, drama, poetry, non-fiction, film, media and digital texts
- Explore texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- Engage with texts with a wide range of cultural, social and gender perspectives
- Integrate modes of reading, writing, listening, speaking, viewing and representing as appropriate

**HSC students** will study **four** prescribed texts drawn from the following categories:

- Shakespearean drama
- Prose fiction
- Poetry or film
- Short stories, non-fiction or poetry

**Main Topics Covered**

| **Preliminary** | **HSC** |
|---|---|
| Each module is covered over the course of a term. The main topics covered in order of their study are:<br><br>**Common module:** *Reading to write*<br>**Module A:** *Narratives that shape our world*<br>**Module B:** *Critical study of literature* | This course has four modules.<br><br>**Common module:** *Texts and human experience*<br>**Module A:** *Textual conversations*<br>**Module B:** *Critical study of literature*<br>**Module C:** *The craft of writing* |

**Assessment: HSC course only**

| **External Assessment** | **Weighting** | **Internal Assessment** | **Weighting** |
|---|---|---|---|
| **Paper 1** ***(90 min)***<br>**Common Module:** *Texts and Human Experiences*<br>**Section I:** four to five short-answer questions<br>**Section II:** one question requiring a sustained response based on the candidate's prescribed text<br><br>**Paper 2 Modules** ***(2 hours)***<br>**Section I:** *Module A.* One question requiring a sustained response based on the candidate's prescribed text<br>**Section II:** *Module B.* One question requiring a sustained response based on the candidate's prescribed text<br>**Section III:** *Module C.* There will be one question. The question may contain up to two parts. The question will require an imaginative, discursive, persuasive, informative and/or reflective response | <br><br>20<br>20<br><br><br>20<br>20<br>20 | • Knowledge and understanding of course content<br><br>• Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50<br><br>50 |
| | **100** | | **100** |

**English Extension 1** **Contact:** Mr K Caputo

2 units for each Preliminary and HSC
Board Developed Course
**Exclusions:** Nil

**Course Description**
Students will study the following areas.

**Preliminary course** students will:
- Consider the relationship between a key text and its culture
- Explore the language of the text and examine the ways in which language shapes and reflects values
- Consider the effects of different ways of responding to a text
- Consider the ways and reasons the original and later manifestations of the text or aspects of the text are valued
- Develop an authentic critical and creative voice in their writing

**HSC students** will study:
- **Three** prescribed texts
- **Two** related texts of their own choosing
- Texts can be drawn from a range of times, contexts and media

**Main Topics Covered**

**Preliminary**
- Texts, culture and value – responses to colonialism
- Individual research project

**HSC**
- Common module: Literary worlds
- Elective 1: Hybrid worlds

**Assessment: HSC course only**

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| **A two hour examination**<br>**Section I:** *Common Module*<br>One question that may be broken up into two parts, in response to a stimulus and/or unseen material. The question may require a critical or creative response, or both.<br><br>**Section II:** *Elective*<br>One question requiring a sustained critical response based on the candidate's prescribed texts and related texts | 25<br><br>25 | • Knowledge and understanding of complex texts and of how and why they are valued<br><br>• Skills in complex analysis, sustained composition and independent investigation | 50<br><br>50 |
| | **50** | | **100** |

**HSC English Extension 2** **Contact:** Mr K Caputo

1 unit

**Exclusions**: Nil

**Course Description**

Students will undertake a major work project of their own creation over the course of their studies in Year 12. Students will be ascribed a mentor teacher who will meet regularly with them to provide guidance on research and feedback on writing. Student progress will be assessed with the following tasks:

- Viva Vocew
- Literature review
- Trial examination
- Major Work Journal *(submitted at each point)*

External submissions are:

- The Major Work
- Reflection statement
- HSC examination

**Main Topics Covered**

The main topics covered in the composition process are:

**Author and authority**

Students learn about how and why the ways we create and read literature have changed over time and evaluate the relationship between texts and literary criticism. They engage with significant literary thinkers and texts to understand the role that they play in a broader literary context

Students evaluate literary originality and how innovation has shaped new ways of representing meaning. They interrogate how genre, technology and form can reassign and redistribute authority over a text and question the primacy of the author.

Students explore a range of short texts from the past and the contemporary era, and extracts from larger works that experiment with perspective and form, to evaluate the nature of literary texts and develop a theoretical understanding of the role of the author. They evaluate the changing perceptions of authorship and authority in a range of literary contexts.

Students develop their knowledge of the author's role in the emergence of new textual forms to evaluate the extent to which an author's manipulation of form reflects and shapes its context.

**Author study**

Students develop their understanding of author and authority by exploring ONE author study. In their author study, students evaluate the primacy of the author in creating a text's meaning. Students will develop an understanding of the roles of the author and reader as reproducers of ideas, language and texts that are part of a broader literary and theoretical context. They develop their understanding of significant thinkers, theories and movements by exploring an author study.

Students apply their knowledge and understanding of author and authority in their own critical and creative compositions. They experiment with perspective, point of view and voice to explore the interrelationship between content, purpose, form and audience. As creators of texts, they reflect on the composition process to consider how their creative choices shape meaning.

Author and authority can be undertaken concurrently with the development of their Major work.

**Major Work**

The Major Work is a sustained, cohesive extended composition that demonstrates mastery of the composition process. Students engage in extensive investigation of a literary subject of their own choosing to evaluate the ways their own creative or critical composition is situated within an established literary and theoretical context.

Author and authority develops their knowledge of literary criticism to support the development of their own independent inquiry. This knowledge supports students to purposefully experiment with textual form and language features in their own critical or creative compositions. The Major work is an opportunity for students to consider authority in their own text through the dynamic relationship between author, purpose, form, language, audience and context.

A Major Work communicates an idea that is conceptually insightful and thought-provoking with a clear sense of purpose, audience and context appropriate to the chosen form and style. Students engage in the extensive investigation or a concept and medium of their own choosing to extend the knowledge and skills developed in their Stage 6 English courses, Author and authority.

The concept and medium of the Major work should contribute to the authority, originality and overall literary purpose of the work. As part of their composition, students purposefully manipulate and control the language features and conventions of their chosen form to support the content of their composition. The work should demonstrate a conscious and purposeful style that has been refined to ensure artistry and textual integrity.

Throughout the development of the Major work, students evaluate and reflect on their research and composition processes, using a range of modes and mediums in their Major work journal.

**Particular Course Requirements**

In addition to the ongoing development of the *Major Work Journal, Major Work and Reflection Statement,* students must also fulfil the following requirements at a school level:

- a Viva Voce
- a literature Review
- a trial examination

| **Assessment Component** | **Weighting** |
|---|---|
| • Skills in extensive independent research | 50 |
| • Skills in sustained composition | 50 |
| | **100** |

**French Beginners** **Contact**: Ms J Cook

2 units for each of Preliminary and HSC
Board Developed Course

**Prerequisites:**

- Students are learning the language as a second or additional language
- Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language from 100 hours or less in Stage 4 or Stage 5
- Students who studied the course for BOTH Year 7 and 8, or for either Year 9 or Year 10, would be required to take the corresponding continuers course

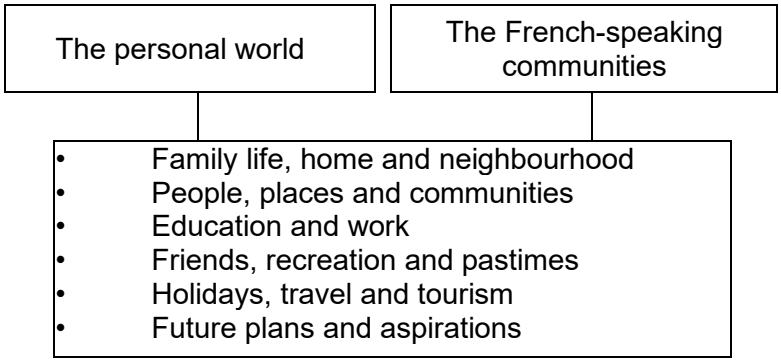
**Consult the Languages faculty regarding your eligibility**

**Course Description**

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

**Main Topics Covered**

**Themes**




Students' language skills are developed through tasks such as:

- Conversation/exchanging information and opinions
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Authentic tasks and projects
- Studying French culture through texts

**Particular Course Requirements**: Nil

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A five-minute oral examination:<br>• Conversation | 20 | • Speaking | 20 |
| | | • Listening and responding | 30 |
| A 2½ hour written examination:<br>• Listening and responding | 30 | • Reading and responding | 30 |
| • Reading and responding | 30 | | |
| • Writing in French<br>– Part A<br>– Part B | 20 | • Writing in French | 20 |
| | **100** | | **100** |

**French Continuers** **Contact:** Ms J Cook

2 units for each of Preliminary and HSC, with the option of a 1unit Extension course for the HSC Board Developed Course

**Prerequisites** Study of French to Year 10 level or equivalent knowledge is assumed

**Exclusions** Nil

**Course Description**

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

**Main Topics Covered**

**Themes**

- The individual
- The French-speaking communities
- The changing world

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes

**Particular Course Requirements:** Nil

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A ten-minute oral examination:<br>• Conversation | 20 | • Speaking | 20 |
| | | • Listening and responding | 30 |
| A three-hour written examination:<br>• Listening and responding | 25 | • Reading and responding | 30 |
| • Reading and responding in English and in French | | • Writing in French | 20 |
| ○ Part A in English | 25 | | |
| ○ Part B in French | 15 | | |
| ○ Writing in French | 15 | | |
| | **100** | | **100** |

## Geography

**Contact**: Mr P Loizou

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

**Course Description**

The Year 11 course is structured to provide students with opportunities to develop and apply their 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.

The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

**Main Topics Covered**

**Year 11 Course**

- Earths natural systems (40%) – the diverse landscapes of the Earth's surface and its distinctive physical features
- People, patterns and processes (40%) – evidence of human diversity across the Earth's surface
- Human-environment interactions (20%) – the global nature of land cover change, from temporal and spatial perspectives, as they examine the long-term development of natural systems compared to the short time frame of human activity
- Geographical investigation (20%) – the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools

**Year 12 Course**

- Global sustainability (30%) – sustainability in the contemporary world, including principles of, and actions for, sustainability
- Rural and urban places (45%) – the spatial characteristics of diverse types of settlements and the process of urbanisation and urban growth influencing rural and urban places at a global scale
- Ecosystems and global biodiversity (45%) – the functioning of ecosystems, their value, the roles of natural and human stresses and trends in global biodiversity

**Key concepts incorporated across all topics**

Place, environments, spatial patterns, geographical processes, scale, responses, geographical inquiry skills, geographical tools, mathematical ideas, applying a geographical understanding

**Particular Course Requirements**

The geographical inquiry skills and tools content is to be integrated throughout the course. Twelve (12) hours of fieldwork are mandatory for the Year 11 and Year 12 courses. The content includes opportunities for students to investigate Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability. Students are to develop an appreciation of the relevance of geographical understanding to particular professions and to responsible management, in the context of each Year 11 and Year 12 focus area.

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A three-hour written examination: | | • Case study | 15 |
| | | • Half yearly progress review | 25 |
| • Objective response questions | 15 | • Virtual fieldwork | 20 |
| • Short answer questions | 45 | • Trial HSC examination | 40 |
| • Structured extended-response question | 20 | | |
| • Unstructured extended-response question | 20 | | |
| | **100** | | **100** |

The study of Geography in Stage 6 enables students to: develop knowledge and understanding of natural and human processes, how they interact and affect each other, and how places and environments can be managed for sustainability; apply geographical inquiry skills and tools, including fieldwork; develop a lifelong interest in the study of geography; prepare for informed, responsible and active citizenship in the contemporary world.

**German Continuers** **Contact:** Mr R Kable

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC
Board Developed Course

**Prerequisites** Study of German to Year 10 level or equivalent knowledge is assumed

**Exclusions** Nil

**Course Description**

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

**Main Topics Covered**

**Themes**

- The individual
- The German-speaking communities
- The changing world

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying German culture through texts

**Particular Course Requirements:** Nil

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A ten-minute oral examination:<br>• Conversation | 20 | • Speaking | 20 |
| | | • Listening | 30 |
| A three-hour written examination:<br>• Listening and responding | 25 | • Reading | 30 |
| • Reading and responding<br>o Part A | 25 | • Writing | 20 |
| o Part B | 15 | | |
| o Writing in German | 15 | | |
| | **100** | | **100** |

## Health and Movement Science — **Contact:** Ms H Jackson

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

**Course Description**

The Health and Movement Science 11-12 Syllabus is shaped by the 5 propositions. **Year 11** is organised into **two** focus areas: Health for individuals and communities and The body and mind in motion. **Year 12** is organised into **two** focus areas: Health in an Australian and global context and Training for improved performance. Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content. These skills encircle the syllabus structure along with the propositions *'Focus on educative purpose, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach.'*

**Main Topics Covered**

**Preliminary Course**

*Health for individuals and communities*

This focus area explores the meaning of health from different perspectives. Students investigate the interplay of the determinants influencing health and the indicators used to measure and evaluate health status

*The body and mind in motion*

This focus area enables students to investigate how body systems influence and respond to movement and understand the interrelationships between these systems for efficient movement. Students develop an understanding of the role energy systems and types of training and training methods play and how the body physiologically adapts to training.

**Depth Studies**

*Year 11*

The requirements for the depth studies include:

- A total of 20 hours of in-class time allocated in *Health for Individuals and Communities* and/or *The Body and Mind in Motion*
- A minimum of **two** depth studies
- A knowledge and understanding, and skills outcomes, to be address in each depth study

| Health and Movement Science | Indicative hours |
|---|---|
| • Health for individuals and communities | 40 |
| • The body and mind in motion | 40 |
| • Collaborative investigation | 20 |
| • Depth studies *(a minimum of 2)* | 20 |

**HSC Course**

*Year 12 course structure and requirements (120 hours)*

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

**Health in an Australian and global context**

In this focus area, students explore how healthy Australians are by comparing the health status of Australians within and across population groups. They evaluate the health status of Australians relative to other Organisation for Economic Co-operation and Development (OECD) countries and draw conclusions that could be applied to enhance the health of Australians.

**Training for improved performance**

In this focus area, students investigate the significance of Training for Improved Performance. This includes recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations.

**Year 12**

*The requirements for the depth studies include:*

- A total of 30 hours of in-class time allocated in *Health in an Australian and global context* and/or *Training for improved performance*
- A minimum of **two** depth studies
- A knowledge and understanding, and skills outcomes, to be address in each depth study
- One depth study must be formally assessed as a schooled based assessment task

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A three-hour written examination, including multiple sections: | | • Knowledge and understanding of course content | 40 |
| • Multiple-choice | 20 | • Skills *(analysis, communication, creative thinking, problem-solving, research)* | 60 |
| • Short answer questions | 40 | | |
| • Extended response | 40 | | |
| | **100** | | **100** |

**HSC History Extension** **Contact:** Ms M Rigby

1 unit HSC
Board Developed Course
**Exclusions:** Nil

**Course Description**

HSC History Extension involves the study and evaluation of the ideas and processes used by historians to produce history. In Part 1 of the course, students investigate the question *'What is History?'* through readings compiled in a source book and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.

**Main Topics Covered**

- **Part I: What is History?** *(60% of course time)*
  Key questions:
  - Who are the historians?
  - What are the aims and purposes of history?
  - How has history been constructed and recorded over time?
  - Why have the approaches to history changed over time?

  Students will investigate **one** case study on Appeasement

- **Part II: History project** *(40% of course time)*
  An original piece of historical investigation by the student which includes a proposal, essay, bibliography and process log

**Particular Course Requirements**

A Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.
Students must be studying concurrently, or have completed, the HSC course in Ancient History and/or Modern History.

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A two-hour written examination comprised of **TWO** questions, both compulsory.<br>• *Question 1:* one compulsory essay question based on an unseen passage as stimulus<br>• *Question 2:* one compulsory essay question which requires students to analyse a historiographical issue with specific reference to their case study | 25<br>25 | Trial Examination<br><br>History Project, made up of:<br>• Proposal<br>• Essay<br>• Bibliography<br>• Process Log | 10<br><br>40 |
| | **50** | | **50** |

The aim of the HSC History Extension course is to enable students to evaluate the ideas and processes used by historians to produce history and to apply what they have learned to inquire into areas of historical interest with increasing independence.

The HSC Extension course in History will comprise 60 indicative hours.

A Preliminary course in Modern or Ancient History is a pre-requisite for the HSC History Extension Course and an HSC course in Modern or Ancient History is a co-requisite for the HSC History Extension Course.

Students learn about aspects of the work of the historian through a set of readings from ancient and modern times and through a detailed case study of the historiography of a historical issue

**Investigating Science** **Contact:** Mr M Hood

2-unit HSC
Board Developed Course
**Exclusions**: Nil

**Course Description**

Students engage in examples and situations that relate to biology, chemistry, earth sciences and physics. Scientific processes are used to investigate personal, community and global scientific issues. The course promotes active inquiry and provides opportunities for problem solving and making informed scientific decisions. Universities encourage students who are considering a scientific career to consider Investigating Science because of its multidisciplinary focus on evidence based investigations.

**Main Topics Covered**

**Year 11 Course**

- Cause and effect
- Inferences and generalisations
- Scientific models
- Theories and laws

**Year 12 Course**

- Scientific investigations
- Technologies
- Fact of fallacy
- Science and society

**Particular Course Requirements**

The Year 11 and 12 courses each involved 120 hours of indicative study.

**Assessment:** HSC Course only

- Skills assessment
- Half yearly examination
- Depth study
- Final examination

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| • **Section I** Objective response questions to the value of 20 marks<br>• **Section II** There will be 20 to 25 items. At least two items will be worth 7 to 9 marks | 20<br>80 | • Skills working scientifically<br>• Knowledge and understanding of course content | 60<br>40 |
| | **100** | | **100** |

**Japanese Beginners** **Contact:** Mr T Zheng & Ms R Fong

2 units for each of Preliminary and HSC
Board Developed Course

**Prerequisites:**

- Students are learning the language as a second or additional language
- Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language from 100 hours or less in Stage 4 or Stage 5
- Students who studied the course for BOTH Year 7 and 8, or for either Year 9 or Year 10, would be required to take the corresponding continuers course

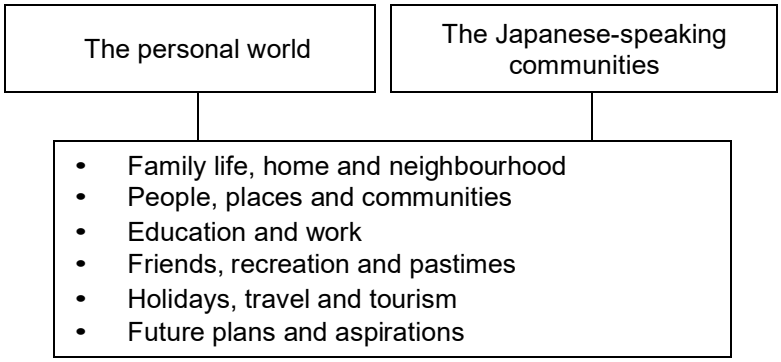
**Consult the Languages faculty regarding your eligibility**

**Course Description**

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

**Main Topics Covered**

**Themes**




Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Authentic tasks and projects
- Studying Japanese culture through texts

**Particular Course Requirements:** Nil

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A five-minute oral examination:<br>• Conversation | 20 | • Speaking | 20 |
| | | • Listening | 30 |
| A 2½ hour written examination:<br>• Listening and responding | 30 | • Reading | 30 |
| • Reading and responding | 30 | | |
| • Writing in Japanese<br>– Part A<br>– Part B | 20 | • Writing | 20 |
| | **100** | | **100** |

**Japanese Continuers** **Contact:** Mr T Zheng

2 units for each of Preliminary and HSC, with the option of a 1unit Extension course for the HSC
Board Developed Course

**Prerequisites** Study of Japanese to Year 10 level or equivalent knowledge is assumed

**Eligibility Criteria**

- Students have had no more than one year's formal education from the first year of primary education *(Year 1)* in a school where the language is the medium of instruction
- Students have no more than three years residency in the past 10 years in a country where the language is the medium of communication

**Course Description**

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

**Main Topics covered**

**Themes**

- The individual
- The Japanese -speaking communities
- The changing world

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying Japanese culture through texts

**Particular Course Requirements:** Nil

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A ten-minute oral examination:<br>• Conversation | 20 | • Speaking | 20 |
| | | • Listening and responding | 30 |
| A three-hour written examination:<br>• Listening and responding | 25 | • Reading and responding | 30 |
| • Reading and responding<br>– Part A<br>– Part B | 25<br>15 | • Writing in Japanese | 20 |
| • Writing in Japanese | 15 | | |
| | **100** | | **100** |

**Latin Continuers** **Contact:** Ms D Matsos & Mr D Burrow

2 units for each of Preliminary and HSC, with the option of a 1unit Extension course for the HSC
Board Developed Course

**Prerequisites** Study of Latin to Year 10 level or equivalent knowledge is assumed

**Exclusions** Nil

**Course Description**

The study of Latin provides students with access to the culture, thought and literature of Ancient Rome. It also allows students to study the influences of Latin on the languages, cultures, literatures and traditions which have derived from them.

**Main Topics Covered**

**Preliminary Course**

Study of a range of extracts of texts in the original Latin. Students develop skills of translation and literary analysis.

**HSC Course**

Study of a prescribed prose and a prescribed verse text. Students study extracts in the original Latin and the work as a whole in translation.

Student's study:

- Literary features
- Context
- Historical, religious, and cultural references
- Ideas, beliefs, arguments, and practices
- Language and linguistic features of these texts
- Students develop skills of translation of unseen texts

**Particular Course Requirements:** Nil

**Assessment:** HSC Course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| The following skills are assessed for the Prescribed texts:<br>• **Prose author:** Prepared translation, commentary, grammatical analysis<br>• **Verse author:** Prepared translation, commentary, grammatical analysis<br>• **Unseen texts:** Translation, comprehension, grammatical analysis | 33<br>33<br>34 | • Skills in translating<br>• Skills in grammar analysis<br>• Understanding prescribed texts<br>• Understanding and translating unseen texts | 30<br>10<br>30<br>30 |
| | **100** | | **100** |

**HSC Latin Extension** **Contact:** Ms D Matsos & Mr D Burrow

1 unit for HSC
Board Developed Course
**Prerequisites** The Latin Continuers preliminary course is a prerequisite
**Co-requisites** The Latin Continuers HSC course is a co-requisite
**Exclusions** Nil

**Course Description**

The Extension course extends students' knowledge and understanding of Latin literature and language. It develops student's ability to analyse and respond critically to Latin texts.

**Main Topics covered**

The Latin Extension course follows a canon, where prescribed texts of a particular genre are rotated every three years, as follows: lyric, satire, elegy and historiography. The genre for **2027** will be *elegy*.

The genre for **2025** will be satire, studied through selected works of Juvenal and Horace. The text for Juvenal is Satire III, the text for Horace is Satire 1.9.

**Prescribed text**

- Ovid, Amores
- Propertius, Elegies
- Catullus, Carmina

Students study extracts of texts in the original Latin and for some texts, the work as a whole in translation.

**Non-prescribed text**

Translation of texts into English and translation of English text into Latin.

Students' knowledge and understanding are developed through analysis of:

- Literary features
- Context
- Ideas, beliefs, arguments and practices
- Language and linguistic features of these texts

**Particular Course Requirements:** Nil

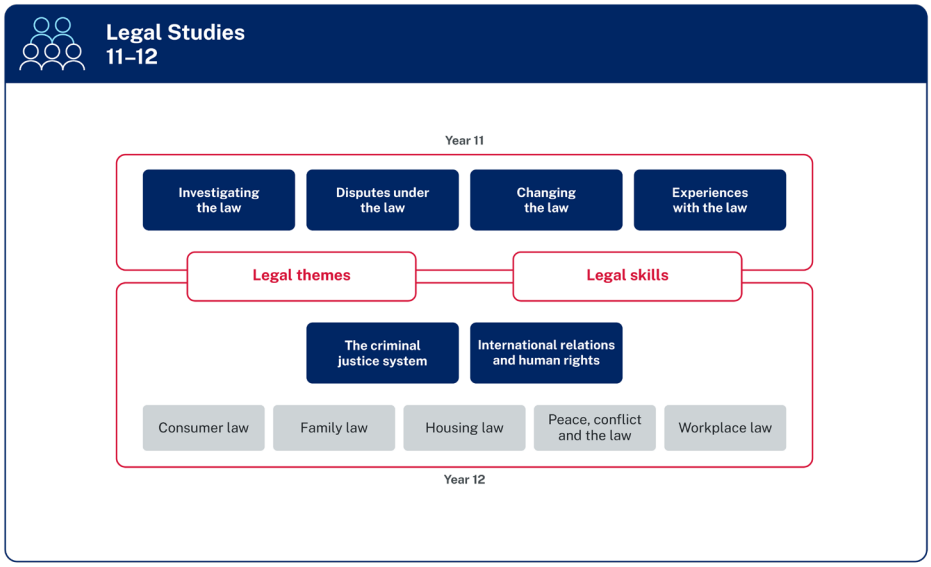
| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| • Prescribed text<br>• Non-prescribed text | 30<br>20 | • Skills in understanding, analysing and translating complex prescribed texts<br>• Skills in understanding, analysing and translating complex non-prescribed texts | 70<br>30 |
| | **50** | | **100** |

**Legal Studies** **Contact:** Mr P Loizou

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

**Aim**

The *Legal Studies 11–12 Syllabus* is structured around key legal concepts and structures, the meaning and purpose of justice, and the legal issues that affect individuals, groups and society. In Year 11, students investigate the key processes of Australia's legal system, from its creation to the current system. In Year 12, students examine the foundations of the domestic and international legal systems, the core principles underpinning the criminal justice system and Australia's relationships with other countries. Through the selection of options, students learn about specialist fields in the law, including consumer, family, housing, workplace, and peace, conflict and the law.




| Year 11 | Year 12 |
|---|---|
| Investigating the law – 40 hours | The criminal justice system *(core)* 30 hours |
| Disputes under the law – 25 hours | International relations and human rights *(core)* 30 hours |
| Changing the law – 25 hours | Options *(choose **TWO** from consumer law, family law, housing law, peace conflict and the law and workplace law)* – 60 hours |
| Experiences with the law – 30 hours | |

**Objectives**

Through Legal Studies, students will:

- Develop an understanding of the foundations of law, the criminal justice system, and international relations and human rights
- Explore the role of the law in society and how laws are made and changed
- Develop an understanding of how the law operates in practice
- Develop skills in analysis and reasoning to make judgements about the extent to which the law achieves justice for individuals, groups and society
- Construct reasoned arguments supported by a range of evidence

**Particular Course Requirements:** Nil

| Year 11 Course – component | Weighting | Year 12 Course - component | Weighting |
|---|---|---|---|
| • Knowledge and understanding of course content | 40 | • Knowledge and understanding of course content | 40 |
| • Analysis and evaluation | 20 | • Analysis and evaluation | 20 |
| • Legal inquiry and research | 20 | • Legal inquiry and research | 20 |
| • Communication of legal information, ideas and issues in appropriate forms | 20 | • Communication of legal information, ideas and issues in appropriate forms | 20 |
| | **100** | | **100** |

**Mathematics Advanced** **Contact:** Mr P Parker

2 units for each of Preliminary and HSC
Board Developed Course

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5 Mathematics course along with the recommended options

**Exclusions:** Nil

**Course Description:**

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications and in increasing complexity.

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

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

**Main Topics Covered**

**Preliminary Course**

- Functions
- Trigonometric functions
- Calculus
- Exponential and logarithmic functions
- Statistical analysis

**HSC Course**

- Functions
- Calculus
- Sequences and series
- Financial Mathematics
- Statistical analysis

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A three-hour written examination, including two sections:<br>• Multiple-choice<br>• Written | <br><br>10<br>90 | • Knowledge and understanding of course content | 100 |
| | **100** | | **100** |

**Mathematics Extension 1** **Contact:** Mr P Parker

1 unit in each of Preliminary *('Preliminary Mathematics Extension')* and HSC
Board Developed Course

**Prerequisites** The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5 Mathematics course along with the recommended options

**Exclusions** Nil

**Course Description**

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

**Main Topics Covered**

**Preliminary Course**

- Functions
- Trigonometric functions
- Combinatorics

**HSC Course**

- Proof
- Vectors
- Trigonometric functions
- Calculus
- Statistical analysis

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A two-hour written examination, including two sections:<br>• Multiple-choice *(10)*<br>• Written *(60)* | <br>14<br>86 | • Knowledge and understanding of course content | 100 |
| | **100** | | **100** |

*Please note: Given the limited places in this subject due to timetabling constraints, if the number of students listing Mathematics Extension 1 as a preference exceeds the total number on offer, classes will be filled based on performance in the Year 10 Mathematics course.*

*Also, students at the start of Year 11 Term 4 are moved out if there are too many students studying Mathematics Extension 1.*

| **HSC Mathematics Extension 2** | **Contact:** Mr P Parker |
|---|---|

1 unit for the HSC
Board Developed Course
The course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject
**Exclusions:** Nil

**Course Description**

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.

**Main Topics Covered**

- Proof
- Vectors
- Complex numbers
- Calculus
- Mechanics

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A three-hour written examination, including two sections:<br>• Multiple-choice<br>• Written | <br>10<br>90 | • Knowledge and understanding of course content | 100 |
| | **100** | | **100** |

*Please note: Given the limited places in this subject due to timetabling constraints, if the number of students listing Mathematics Extension 2 as a preference exceeds the total number on offer, classes will be filled based on performance in the Year 11 Mathematics course.*

**Modern History** **Contact:** Ms M Rigby

2 units for each of Year 11 and Year 12
Board Developed Course
**Exclusions:** Nil

**Course Description**

**The Year 11 course** is designed to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of Modern History. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

**The Year 12 course** is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

**Main Topics Covered**

**Year 11 Course**

*Part I*

Investigating Modern History and 3 Case Studies. Case studies could include: the decline and fall of the Romanov dynasty; The American Civil War; The Cuban Revolution

*Part II*

Historical Investigation: Students investigate any area of Modern History *(either a personality or an event)* of their choice

*Part III*

Core Study: The shaping of the modern world – World War I

**Year 12 Course**

*Part I: Core Study*

Power and authority in the modern world 1919-1946

*Part II: National Study*

Russia and the Soviet Union 1917-1941 **OR** China 1929-1947

*Part III: Studies in Peace and Conflict*

Conflict in Indochina 1954-1979

*Part IV: Change in the Modern World*

**Particular Course Requirements**

The Preliminary course is a prerequisite for the HSC course.

**Assessment:** HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A three-hour written examination in four parts, including source based short answer and extended response questions.<br><br>Each section is worth 25 marks with questions of various weightings | 100 | • Knowledge and understanding of course content<br>• Historical skills in the analysis and evaluation of sources and interpretations<br>• Historical inquiry and research<br>• Communication of historical understanding in appropriate forms | 40<br>20<br>20<br>20 |
| | **100** | | **100** |

**Music 1** **Contact:** Ms S Kim

2 units for each of Preliminary and HSC
Board Developed Course
Elective
**Prerequisites** Music 1 *(Year 11, 2 units)*
**Exclusions** Music 2

**Course Description**

In the Preliminary and HSC 1 courses, students develop, understand and use musical knowledge and skills for active engagement. Students experience the creative process through performing, listening, analysing and responding and creating and composing.

Through Music 1, students will:

- perform repertoire with stylistic awareness; exploring different approaches and techniques to communicate expressive intent
- listen to, analyse and respond to music from varied cultural, historical and social contexts to investigate how style, convention and context shape meaning
- create and compose music by experimenting with varied approaches, technologies and media to generate and shape musical ideas with expressive intent and purpose

**Main Topics Covered**

| **Year 11** | **Year 12** |
|---|---|
| • Music context and Music language | • Music context and Music language |
| • Context of Music | • Music of the last 25 years (Australian focus) |
| • Creative practice | • Music across cultures, traditions and time: |
| • Music in focus | *Students explore **ONE** chosen style* |
| | ○ Music of a style |
| | ○ Music of a region |
| | ○ Music of a culture |
| | ○ Music of a tradition |
| | ○ Music of a religion |
| | ○ Music of a historical period |
| | • Music for screen, stage and story: |
| | *Students explore **ONE** chosen style* |
| | ○ Music for visual media |
| | ○ Music for theatre |
| | ○ Music for dance |
| | ○ Music for entertainment |
| | ○ Music for ritual and ceremony |
| | ○ Music for communication and storytelling |

**Particular course requirements**

**HSC course**

Students will:

- Perform **ONE** piece
- Compose and submit **ONE** original composition
- Choose one of the following electives: performance / composition / musicology

Students are required to keep a composition log to document the creative process they have used to develop their core composition and, if relevant, their elective composition. The composition log(s) should document progress over time and show evidence of creative choices made. The portfolio may be requested by NESA to validate authorship of the submitted work

| **Assessment:** HSC course only | | | |
|---|---|---|---|
| **External Assessment** | **Weighting** | **Internal Assessment** | **Weighting** |
| • Composition<br>• Performance<br>• Written exam – Aural Skills<br><br>*Elective Project:*<br>• Performance / Composition / Musicology | 20<br>20<br>40<br><br>20 | • *Task 1:* Composition and Analysis<br>• *Task 2:* Performance and Viva Voce<br>• *Task 3:* Elective Performance / Composition / Musicology<br>• *Task 4:* Trial HSC Aural Skills Written Examination | 25<br>25<br>25<br>25 |
| | **100** | | **100** |

*Please note: Assessments and weightings may be subject to change. Students will be advised of any changes at the start of the course.*

**Requirements for Enrolment**

To qualify to enrolment in the Music 1 course, students must:

- Complete the Year 11 Music 1 Preliminary course
- Final Preliminary mark must be above 87 to progress into HSC Music 1 course and Music department discretion
- Minimum grade 7 or equivalent on piano and classical strings
- Minimum grade 6 or equivalent on guitar, bass guitar, brass and woodwind instruments
- Minimum grade 4 theory or equivalent
- Undertake weekly private instrumental or vocal lessons
- Participate in at least one school music ensemble and perform at school music events and related performances

**Music 2** **Contact:** Ms S Kim

2 units for each of Preliminary and HSC
Board Developed Course
Elective
**Prerequisites** Music 2 *(Year 11, 2 units)*
**Exclusions** Music 1

**Course Description**

In the Preliminary and HSC 2 courses, students develop, understand and use musical knowledge and skills for active engagement. Students experience the creative process through performing, listening, analysing and responding and creating and composing.

Through Music 2, students will:

- perform repertoire from different styles and contexts with an awareness of the composer's musical intent
- listen to, analyse and respond to repertoire from diverse cultural, historical, stylistic and social contexts
- create and compose music, drawing on their understanding of musical styles and contexts to communicate musical intent and musical effect in their work

**Main Topics Covered**

| Year 11 | Year 12 |
|---|---|
| • Music context and Music language | • Music context and Music language |
| • Music of Western Art traditions 1 | • Music of the last 25 years *(Australian focus)* |
| • Music for Drama, movement and entertainment | • Music of Western Art traditions 2 |
| • Music of the 20th and 21st centuries | • Elective project* |

**Year 12 Elective project**

Students undertake an investigation in one specialised area of performance **OR** musicological investigation **OR** composition in **ONE** chosen style from the list below:

- Music of Aboriginal and / or Torres Strait Islander Peoples *(traditional, art, contemporary or popular)*
- Music of global cultures and traditions
- Jazz
- Early music *(pre 1600)*
- Music of the Baroque period
- Music of the Classical period
- Music of the Romantic period
- Music of the 20th century
- Music of the 21st century

**Particular course requirements**

**HSC course**

Students will:

- Perform **ONE** piece
- Compose and submit **ONE** original composition
- Choose one of the following electives: performance / composition / musicology

Students are required to keep a composition log to document the creative process they have used to develop their core composition and, if relevant, their elective composition. The composition log(s) should document progress over time and show evidence of creative choices made. The portfolio may be requested by NESA to validate authorship of the submitted work

| **Assessment:** HSC course only | | | |
|---|---|---|---|
| **External Assessment** | **Weighting** | **Internal Assessment** | **Weighting** |
| • Composition<br>• Performance<br>• Written exam – Aural Skills<br><br>*Elective Project*:<br>• Performance / Composition / Musicology | 20<br>20<br>40<br><br><br><br>20 | • *Task 1:* Composition and Analysis<br>• *Task 2:* Performance and Viva Voce<br>• *Task 3:* Elective Project: Performance / Composition / Musicology<br>• *Task 4:* HSC Written Examination | 25<br><br>25<br><br>25<br><br>25 |
| | **100** | | **100** |

*Please note: Assessments and weightings may be subject to change. Students will be advised of any changes at the start of the course.*

**Requirements for Enrolment**

To qualify to enrolment in the Music 2 course, students must:

- Complete the Year 11 Music 2 Preliminary course
- Final Preliminary mark must be above 87 to progress into HSC Music 2 course and Music department discretion
- Minimum grade 7 or equivalent on piano and classical strings
- Minimum grade 6 or equivalent on guitar, bass guitar, brass and woodwind instruments
- Minimum grade 4 theory or equivalent
- Undertake weekly private instrumental or vocal lessons
- Participate in at least one school music ensemble and perform at school music events and related performances

## HSC Music Extension

**Contact:** Ms S Kim

1 unit/60-hour course
Board Developed Course
Elective

**Prerequisites** Music 2 *(Year 11 and 12, 2 units)*
**Exclusions** Music 1

**Course Description**

The HSC Music Extension course builds on from the Music 2 course and assumes a high level of music literacy and aural ability. Students in Music Extension will develop a deeper understanding of the characteristics of musical styles, periods and/or genres through their specialisation in Performance, Composition or Musicology. In addition, students will extend their musical understanding through a more detailed study of the relationship between the elements of music.

Through Music Extension, students:

- Evaluate the influences of cultural, historical and stylistic conventions on composers' musical intent and effect
- Interpret scores and other sources to communicate an understanding of musical intent and effect
- Perform repertoire with an insightful awareness of musical intent and intentional interpretative choices
- Create and compose music, applying an understanding of musical intent and effect through realised compositions
- Research and interpret scores and source material to develop a critical position in relation to an aspect of music

**Main Topics Covered**

- Music Context and Music Language
- Interpretative Practices *(Musical Sources, Musical Practices, Musical Contexts)*
- Major Work *(Performance **OR** Composition OR Musicology)*

**Particular Course Requirements**

The Major work provides students with an opportunity to extend their mastery of discipline-specific knowledge in one area of specialisation *(Performance **OR** Composition **OR** Musicology)*. Students apply musical practice, research and commentary to inform the development of practice in their specialisation.

- *Performance Major:* perform two solo pieces and **ONE** ensemble piece
- *Composition Major:* compose and submit two original contrasting pieces or movements
- *Musicology Major:* submit an Essay

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

**Assessment:** HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| • Performance **OR** Composition **OR** Musicology | 40 | *Task 1:* Performance **OR** Composition **OR** Musicology | 40 |
| • Written examination | 20 | *Task 2:* Performance **OR** Composition **OR** Musicology | 40 |
| | | *Task 3:* Trial HSC Written examination | 20 |
| | **100** | | **100** |

*Please note: Internal assessments and weightings may be subject to change. Students will be advised of any changes at the start of the course.*

**Requirements for Enrolment**

To qualify to enrolment in the HSC Music Extension course, students must:

- Apply for the course – acceptance is at the Music department's discretion
- Have completed the Year 11 and Year 12 Preliminary Music 2 course *(although may study concurrently with the HSC Music 2 course)*
- Be engaged in weekly lessons on their main instrument *(performance major)*
- Be engaged in professional workshops for composition and musicology majors
- Be involved in at least one school music ensemble

**Physics** **Contact:** Mr M Hood

2 unit HSC
Board Developed Course
**Exclusions**: Nil

**Course Description**

Students build on their learning from the *Science 7-10 Syllabus (2023)* as they investigate phenomena, make predictions and solve problems related to emerging technologies, energy systems and scientific innovation. Students generate and analyse data and evaluate results to make ethical, evidence-based decisions as informed, reflective and scientifically literate citizens.

Through the study of Physics 11-12, students:

- Develop knowledge and understanding of the complexity of the physical world and the universe and how they work
- Explore how Aboriginal and Torres Strait Islander peoples' ways of Knowing, Being and Doing enhance and provide social and cultural context to the study of physics
- Apply their knowledge of physics to address real-world problems and explore the impact of physics on society
- Develop critical thinking, ethical decision-making and problem-solving skills

**Main Topics Covered**

**Year 11 Course**

- Fundamentals of mechanics
- Waves
- Electricity and magnetism

**Year 12 Course**

- Advanced mechanics
- Electromagnetism
- The nature of light
- Matter, energy and cosmos

**Particular Course Requirements**

The Year 11 and 12 courses each involved 120 hours of indicative hours, including 10 hours of depth studies.

**School Based Assessment:** HSC course only

- Skills assessment
- Half yearly examination
- Skills assessment 2
- Trial examination

**Standard of Work**

Student's undertaking Year 11-12 Physics are required to work and attain a minimum of a Band 4 standard

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| • **Section I** Objective response questions to the value of 20 marks | 20 | • Skills working scientifically | 60 |
| • **Section II** There will be 20 to 25 items. At least two items will be worth 7 to 9 marks | 80 | • Knowledge and understanding of course content | 40 |
| | **100** | | **100** |

***Note:*** *As communicated in the Year 10 assessment handbook, to enter Physics, all current Year 10 students must have a rank of 144 or higher and at least 70% in the Year 10 Physics tasks. This minimum standard is based on the Course Performance Descriptors for Physics which can be found on the NESA website.*

**Software Engineering** **Contact:** Ms R Dam

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

**Course Description**

Software Engineering is one of the most future-focused subjects available in the HSC. Across Year 11 and Year 12, students develop practical skills in programming, algorithm design, object-oriented development, mechatronics, web applications, cyber security, automation, artificial intelligence and machine learning. This course is highly relevant for students considering careers in software engineering, artificial intelligence, cyber security, robotics, data science, web and app development, computer science, engineering, game development, product design, systems architecture, automation or digital project management.

As AI and automation become more common, people who understand how software systems work will be better placed to lead, design, evaluate and improve them. Software Engineering gives students the foundation to participate confidently in a technology-driven future — not just as users of digital tools, but as creators, problem-solvers and innovators.

**Main Topics Covered**

**Preliminary Course**

*Programming Mechatronics*

- Build and code systems that sense, move and respond to the physical world

*Programming Fundamentals*

- Learn the core coding and problem-solving skills used to create reliable software solutions

*The Object-Oriented Paradigm*

- Design programs using objects that model real-world data, behaviour and interaction

**HSC Course**

*Secure Software Architecture*

- Design software that protects data, users and systems from real-world security risks. Learn how developers build trustworthy systems in a world where privacy, identity and cyber security matter Designing web applications and understanding data transmission

*Programming for the web*

- Create interactive web applications and understand how data moves online. This topic connects coding with the websites, apps and digital services students use every day

*Software Automation*

- Explore how algorithms, machine learning and AI can automate decisions and processes. Students learn the ideas behind intelligent systems rather than simply using them as black-box tools Software Engineering Project

*Software Engineering Project*

- Plan, build, test and evaluate an original software solution from idea to implementation. This major project allows students to apply their skills creatively and produce something that demonstrates real technical capability

**Assessment:** HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A 2½ hour computer based examination using text, video and audio stimulus:<br>• **Section I:** Objective response questions *(20 marks)*<br>• **Section II :** Short-answer questions<br><br>Python programming knowledge is assumed, including practical code-based questions | 25<br><br>75 | • Knowledge and understanding of course content<br>• Knowledge and skills in the practical application of the content<br>Internal assessment includes knowledge and understanding of course content, and practical application of skills.<br>HSC assessment tasks: Two class assessments *(30% each),* individual project *(30%) and* trial HSC examination *(40%)* | 50<br><br>50 |
| | **100** | | **100** |

**Studies of Religion I and II** **Contact:** Ms M Rigby

2 Unit Year 11; 1 and 2 unit for Year 12
Board Developed Course
**Exclusions:** Nil

**Course Description**

Studies of Religion aims to promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

Students will develop knowledge and understanding about the nature of religion and belief systems in local and global contexts, the influence and expression of religion and belief systems in Australia, and religious traditions and their adherents.

Students will also develop skills in gathering, analysing and synthesizing information as well as effective evaluation and application of findings from research. Students will develop the ability to communicate complex information, ideas and issues to different audiences and in different contexts.

**Main Topics Covered**

**Year 11 Course**

- One foundation study: The nature of Religion and Australian Aboriginal beliefs and spiritualities
- Three depth studies: Buddhism, Christianity and Islam
- Religion of ancient origins
- Religion in Australia pre-1945

**Year 12, 1 Unit Course**

- One core study: Religion and belief systems in Australia post-1945 and contemporary Aboriginal spiritualities
- Two depth studies: Buddhism and Islam

**Year 12, 2 Unit Course**

As above, with the addition of:

- A further depth study: Christianity
- Religion and non-religion
- Religion and peace

**Particular Course Requirements:** Nil

**Assessment:** Year 12, Studies of Religion I

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A 1½ hour written examination:<br>• **Section I:** Religious and belief systems in Australia post-1945<br>• **Section II :** Religious tradition depth study<br>• **Section III:** Religious tradition depth study | 15<br>15<br>20 | • Knowledge and understanding of course content<br>• Source-based skills<br>• Investigation and research<br>• Communication of information, ideas and issues in appropriate forms | 40<br>20<br>20<br>20 |
| | 50 | | 100 |

**Assessment:** Year 12, Studies of Religion II

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| A three-hour written examination:<br>• **Part A:** Religion and belief systems in Australia post-1945<br>• **Part B:** Religion and non-Religion<br>• **Section II:** Religious tradition depth study<br>• **Section III:** Religious tradition depth study<br>• **Section IV:** Religion and peace. Extended response question | 15<br>15<br>30<br>20<br>20 | • Knowledge and understanding of course content<br>• Source-based skills<br>• Investigation and research<br>• Communication of information, ideas and issues in appropriate forms | 40<br>20<br>20<br>20 |
| | **100** | | **100** |

**Visual Arts** **Contact:** Ms J May

2 units for each of Preliminary and HSC
Board Developed Course
**Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

**Course Description**

Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a *'body of work'* in the HSC course. Students critically and historically investigate artworks, critics, historians, and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on visual arts, photography and digital media and visual design courses in Stages 4 and 5, it also caters for students with more limited experience in visual arts.

**Main Topics Covered**

**Preliminary Course** learning opportunities focus on**:**

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the art world
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their practical work
- Building understandings over time through various investigations and working in different forms
- Artist run master classes and frequent exhibition visits are an important aspect of the practical component of this course

**HSC Course** learning opportunities focus on**:**

- How students develop their practice in art making, art criticism, and art history
- How students develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- How students learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations
- How students further develop meaning and focus in their own artist practice

**Particular Course Requirements**

*Preliminary Course:*

- Artworks in at least two expressive forms and use of a process diary
- A broad investigation of ideas in art making, art criticism and art history

*HSC Course:*

- Development of a body of work and use of a process diary
- A minimum of five case studies *(4–10 hours each)*
- Deeper and more complex investigations in art making, art criticism and art history

**Assessment:** HSC course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|---|---|---|---|
| • **Section I:** Short-answer questions | 25 | • Art making | 50 |
| • **Section II:** Candidates answer one extended question | 25 | • Art criticism and art history | 50 |
| • Submission of a body of work | 50 | | |
| | **100** | | **100** |