



# Deniliquin High School

Senior Prospectus

2025 - 2026



# Introduction

## Principal's message

The next few weeks mark a pivotal time as you consider your future pathways. Years 11 and 12 at Deniliquin High School offer a diverse array of courses that cater to various interests and abilities, not just for those aiming for tertiary education.

While senior school is undoubtedly challenging, success is within your reach through:

- **Choosing courses that align with your interests and strengths**
- **Committing to consistent and diligent effort**
- **Engaging in regular study beyond school hours**
- **Taking personal responsibility for your learning journey**

In today's world, being skilled is not just an advantage but a necessity for entering the workforce. We are proud to provide a broad selection of subjects designed to equip you with the skills and knowledge essential for success in your chosen careers.

Selecting the right courses for Years 11 and 12 is a critical decision. I encourage you to make an informed choice by thoroughly reviewing the prospectus, and engaging in meaningful discussions with your parents and teachers.

Take this opportunity to shape your future with thoughtful consideration and determination.

Mr Glen Warren  
Principal

## **Glossary**

Listed below are explanations of some of the terms used throughout this booklet.

### **SUBJECT**

A course whose syllabus has been provided by the NSW Education Standards Authority (NESA). These courses count towards the award of the HSC and in most cases can be counted towards the ATAR (Australian Tertiary Admission Rank).

### **MATRICULATION**

The right of entry to a University as determined by the entrance requirements of that institution.

### **BOARD DEVELOPED COURSES**

A course whose syllabus has been provided by the NSW Education Standards Authority. It is assessed by public examination at the end of Year 12.

### **BOARD ENDORSED COURSES**

A subject whose syllabus has been designed by the NSW Education Standards Authority or the school to cater for the special needs and interests of the students. It has been approved by NESA. It is assessed by the school and there is no external examination. Such courses completed in Year 12 will appear on the HSC with a mark but will not count for an ATAR.

### **VOCATIONAL EDUCATION & TRAINING (VET) COURSES**

VET courses are nationally accredited vocational education and training (VET) courses that addresses a broad understanding of the world of work and develops in young people a range of knowledge, skills, competencies and attributes relevant to a wide range of work environments.

### **UNIT VALUE**

One unit of study is equivalent to a possible 50 marks.

### **ONE UNIT**

A course of study that involves a teaching time of 60 hours throughout the course.

### **TWO UNITS**

A course of study that involves a teaching time of 120 hours throughout the course.

### **EXTENSION UNIT(S)**

In some subjects, it is possible to do more than two units of study. One extension unit means an additional 60 hours of study and two extension units means an additional 120 hours of study.

### **EXCLUSIONS**

This simply means that by choosing a particular subject you cannot select other subjects. For example, selecting English Extension 1 in Year 11 means that you cannot do English Standard in Year 11. Where exclusions apply, they are clearly indicated at the top of the subject description.

## **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

The Australian Tertiary Admission Rank is a scale between 0 and 99.95, determined by the Universities, which indicates your placement in the country, relative to all other candidates for the HSC or equivalent. The top students will receive a rank of 99.95 and all other candidates will be ranged below that number.

## **HSC**

The final credential a student receives on completing Year 12 and will include all courses that are completed in Year 12 and their marks.

## **YEAR 11 COURSE**

A course that must be completed satisfactorily before a student can progress to 'Stage 2' of a course. This course will take approximately 3 terms to complete for a normal 2 unit course.

## **YEAR 12 COURSE**

What may be referred to as 'Stage 2' of a course. This course will also take approximately 3-4 terms to complete. The vast majority of the HSC exam will be based on this course.

## Selection of Courses

Students continue their studies into Year 11 because:

- The Government states that the leaving age for school is 17 unless a student has full-time employment or attends TAFE.
- Year 12 has become the base requirement for many avenues of employment.
- At the end of Year 12, they intend to undertake a career which requires the Higher School Certificate.
- At the end of Year 12, they intend to undertake careers which require study at a University or a TAFE.

Careful thought should be given by students as to the type of course they undertake.

The school will give guidance to students based upon experience with the performance of previous students.

To meet the needs of the wide range of abilities among Year 11 students, two different course patterns can be followed at DHS-

**a. HSC - Matriculation:**

where students study a pattern of subjects that will allow them (if they obtain sufficient marks) to gain entrance to courses at university and some TAFE institutions.

**b. HSC - Non-matriculation:**

where students study a pattern of subjects that allows them to attain an HSC but they will not be able to gain admission to a University.

# Choosing Your HSC Subjects

## How do I decide which subjects I should choose?

Ask yourself:

1. What subjects do I like?
2. What subjects am I good at?
3. What possible career paths am I likely to follow?
4. Do I need to matriculate?
5. How academically capable am I?

Most students don't know what they would exactly like to do when they leave school. Therefore, a good 'cross-section' of courses is a sensible selection.

## I don't know what career I will pursue. How do I find out more information on careers?

If you know exactly which career path to follow at the end of Year 10, you are unusually lucky. If you are uncertain, which will be most students, here are some places that are good starting points to find information.

- ◆ There are now some great websites to help career planning. Our own Careers website [www.denihighcareers.com](http://www.denihighcareers.com) has great links to many different sites.
- ◆ Victorian Tertiary Admissions Centre (VTAC) - [www.vtac.edu.au](http://www.vtac.edu.au)
- ◆ Universities Admission Centre –NSW (UAC) - [www.uac.edu.au](http://www.uac.edu.au)
- ◆ Virtually every University and TAFE institute has a website that will have a wealth of information
- ◆ Talk with your Careers Adviser or to the Senior School Co-ordinator.

## What if University study is needed, or may be needed for a career?

Then it is most important to carefully choose your HSC subjects. The reasons it is important are:

- The University course may have a pre-requisite. That is, certain subjects must have been studied to HSC level to gain selection for that course in spite of having the required ATAR. Check the UAC and VTAC specific course descriptions for prerequisites and talk to our Careers Advisers.
- It may be that there is assumed knowledge or there are recommended subjects to be studied for some course. These are not compulsory subjects, but if you have not studied them for the HSC you might find yourself at a disadvantage.
- Additionally, you should check if your chosen course has any special entry requirements such as an interview, aptitude test, audition, questionnaire or the submission of a portfolio, as well as the required ATAR

### **In choosing your subjects, be certain to do the following -**

- Reflect carefully on the information on “Selection of Courses”
- If you need further information don’t hesitate to ask. The following people will help
  - Your classroom teachers and/or Head Teachers
  - Year Adviser
  - Careers Adviser
  - Senior School Coordinator
  - Deputy Principals
  - Principal
- **Think** carefully about your subject choices.
- **Discuss** your thoughts with your parents. ● **Talk** to older students who have studied these subjects.
- **Ask** the relevant people at school if you need help.
- **Make** informed, well thought out decisions.
- **Look** carefully at the requirements of some subjects.



## Rules Governing Your Choice of Subjects

To be eligible for the award of the HSC, a student at DHS must:

1. Undertake and complete a minimum of 12 Units of study in Year 11 (unless he/she wishes to be enrolled as a part-time student) and a minimum of 10 Units of study in Year 12.
2. Do at least 2 Units of Board Developed English. Please note English is the only compulsory subject in the HSC.
3. Do at least four subjects.
4. Do no more than six units of Science courses in Year 11 and no more than seven units of Science in Year 12 (including Extension Science in Year 12).
5. Do at least 6 units of both Year 11 Board Developed Courses and 6 units of Year 12 Board Developed Courses.
6. Do at least three 2 Unit courses.
7. If you wish to get an ATAR, you must do a minimum of 10 Units of Board Developed Courses
8. A student cannot progress to the 'HSC' part of a course in Year 12 unless they have satisfactorily completed a course in Year 11.

## HSC Minimum Standard

All students must meet a minimum standard of literacy and numeracy to receive the Higher School Certificate.

Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement. Students are not required to pass the minimum standard tests if they complete Life Skills programs in English or Mathematics in Year 12. For students undertaking a 'pathways' HSC, the NESAs minimum standard online tests can be sat at any time during the five-year accumulation period for students to gain eligibility for the HSC. Students who leave school and have not met HSC eligibility requirements will receive a Record of School Achievement (RoSA), or a Transcript of Study. Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with a Higher School Certificate testamur and have their results re-issued on a Record of School Achievement.

School leavers in Years 10 to 12 may sit the NESAs minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers.

# HSC: All My Own Work Program

## Completing assessment tasks honestly

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing, and using ethical practices when locating and using information as part of their HSC studies.

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

To be eligible for the HSC, students must complete HSC: All My Own work before they submit any for Year courses, unless they are only entered for Year 11 Life Skills Courses.

At DHS, this program is conducted during Careers classes early in Term Four.

## The Australian Tertiary Admission Rank (ATAR)

The Universities Admission Index (ATAR) is a rank between 0.00 and 99.95 with increments of 0.05. It provides a measure of overall academic achievement in the NSW HSC that assists institutions to rank applicants for tertiary selection. It is calculated by the institutions and released by UAC.

It is important to note that the ATAR is a rank not a mark and is designed only to be used for tertiary selection.

Admission to most tertiary courses is based on performance in the HSC with applicants ranked on the basis of their ATAR. Other criteria such as a portfolio, interview, audition or questionnaire may also be taken into account in conjunction with the ATAR for certain courses.

## How does a student get an ATAR?








1. To be eligible for an ATAR, you must satisfactorily complete at least 10 units (including at least two units of English) of Board Developed (HSC examinable) courses – please note that we highly recommend that students who want an ATAR should do more than 10 units of Board Developed Courses in Year 11.  
Courses must include at least three ATAR courses of two units or greater and at least four subjects.
2. Calculation of the ATAR - Your ATAR is based on the aggregate of scaled marks in 10 units of ATAR courses comprising:
  - your best two units of English; and
  - your best eight units from the remaining units
3. It should be noted that Board Endorsed Courses do contribute to a student's HSC but cannot be used for the purposes of the ATAR.
4. The ATAR may include units accumulated over a total time span of 5 years without penalty, thus allowing for part-time study.
5. Where a student repeats a subject, only the last attempt will be used.

## What is Scaling?

It is important that all students clearly understand that there is a system of scaling marks used to produce results for students in the calculation of the Australian Tertiary Admission Rank.

## Why do the Universities use a Scaling System to determine a student's ATAR?

Quite simply they argue that there are differences between the quality of candidates in different courses









SCALING MYTHS	MYTH	FACT
	 <p>Some courses are always 'scaled up', therefore I should study those.</p> <p>-----</p>  <p>Some courses are always 'scaled down', therefore I should avoid those.</p>	 <p>The way a course is scaled depends entirely on the average academic performance of all the students doing that course that year – and it can change from year to year. For most courses, your scaled mark will be lower than your HSC mark. To get the best possible position and maximise your scaled marks, select the courses you'll do best in.</p>
	 <p>I need to study 'hard' subjects to get high scaled marks.</p>	 <p>'Hard' is a subjective term. Everyone has different strengths and interests. Students who achieve an ATAR of 99.95 study a large variety of subjects.</p>
 <p>I should study Mathematics Standard 2 rather than Mathematics Advanced to get a better ATAR.</p>	 <p>It's very difficult to predict which course will lead to a higher scaled mark. Your scaled mark depends on the average academic ability of the students studying that course and your position in the course. When considering which maths course to study, remember that some university courses have prerequisites or assumed knowledge of Mathematics Advanced. It's important to choose the level of maths that best suits your plans for further study.</p>	

## Reporting of the HSC

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 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.
  - i. The other 50% will come from the HSC examination.
  - ii. Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. (1 unit extension courses will be reported on a scale of 0 to 50.)
  - iii. 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.
  - iv. 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.
  
- **Record of School Achievement (ROSA)** - 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 state-wide distribution of marks in the course is also shown.

## Subject Selection Process at Deniliquin High School

Late Term 2	Year 10 Careers classes begin to explore career and subject options
	
Term 3, Week 3	Presentation to Year 10 students regarding the HSC rules and subject selection guidelines. Senior Prospectus is issued and made available on the School website and parent portal.
	
Term 3, Week 4	Information session for students regarding TAS/CAPA and TAFE/SBAT options. Parent information evening at 6:00 pm on Wednesday in the school MPC. Head Teachers and Teachers will be available to discuss study options and suitability of subjects in the Senior School.
	
Term 3, Week 4 - 5	Faculties speak to students regarding courses in their Key Learning Area and the level of study required in those courses. Students seek advice from their Classroom Teachers and Head Teachers regarding their suitability to study specific subjects.
	
Term 3 Friday Week 4 (16 August)	Students can submit their Subject Selection preferences online using the personalised details sent to their school email address. This will input straight to the Edval timetabling system. Students must print off their confirmation sheet and submit it to the Front Office with a parent's signature. Things to remember: <ul style="list-style-type: none"> <li>● <b>This is a preferential system.</b> Students MUST list the subjects they would like to study from HIGHEST to LOWEST priority.</li> <li>● <b>No subject, other than English, is assured of running.</b> This is totally dependent on student preferences and the order of these preferences.</li> <li>● Whilst students will only have 6 subjects, they must make 9 selections. This allows the Subject Selection Process to continue in the case of clashes or subjects not having sufficient numbers to start. <b>Students must be prepared to study any subject that they list, irrespective of its rank.</b></li> </ul>
	
Term 3, Friday Week 6, (30 August)	The final day students can submit their Subject Selection preferences online using the personalised details sent to their school email address.
	
Late Term 3	Initial subject lines are prepared using Subject Selection/Timetabling software
	
Late Term 3	Students are interviewed by timetablers, Senior School Co-ordinator or Year Adviser, regarding their study patterns and suitability to study particular courses.
	
Early Term 4	Timetable constructed. Students informed of Year 11 Subjects by Senior School Coordinator.

## Senior Courses at DHS in 2025-26

Listed below are the courses that may be offered at DHS in 2025-2026.

Courses can only operate if a sufficient number of students are enrolled in them.

### Board Developed Courses

Agriculture – 2 unit  
Agriculture Cert II VET – 2 unit\*  
Ancient History – 2 unit  
Biology – 2 unit  
Business Studies – 2 unit  
Chemistry – 2 unit  
Community and Family Studies – 2 unit  
English Advanced – 2 unit  
English Extension 1 – 1 unit  
English Extension 2 – 1 unit (Yr 12 only)  
English Standard – 2 unit  
English Studies – 2 unit \*  
Food Technology – 2 unit  
Health and Movement Science – 2 unit  
Hospitality (Food and Beverage) VET – 2 unit\*  
Industrial Technology (Timber) – 2 unit  
Investigating Science – 2 unit  
Legal Studies – 2 unit  
Mathematics Standard – 2 unit  
Mathematics Advanced – 2 unit  
Mathematics Extension 1 – 1 unit  
Mathematics Extension 2 – 1 unit (Yr 12 only)  
Music I – 2 unit  
Physics – 2 unit  
Science Extension – 1 unit (Yr 12 only)  
Visual Arts – 2 unit

(\* Category B courses)

### Board Developed Courses

1. All these courses contribute to the HSC
2. All these courses have an external exam at the end of Year 12 except the Category B Courses where the exam is optional
3. All these courses count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

### Board Endorsed Courses

Exploring Early Childhood – 2 unit  
Numeracy – 2 unit  
Sport, Lifestyle and Recreation Studies – 2 unit  
Work Studies – 2 unit

### Board Endorsed Courses – No ATAR

1. All of these courses count towards the award of the HSC but do not count in the calculation of the Australian Tertiary Admission Rank (ATAR)
2. These courses do not have an external exam at the end of Year 12

# Board Developed Courses





# Course: Agriculture

2 units for each of Year 11 and Year 12

Exclusions: Nil

## Course Description:

The Year 11 course shows the relationship between agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. Students study the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

## Content Covered:

### *Year 11 Course*

- Overview of Australian Agriculture (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

### *Year 12 Course*

Core Topics (80%)

- Plant/Animal Production (50%)
- Farm/Product Study (30%)

Electives (20%)                      Choose 1 from the list below

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

## Course Requirements:

Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.

# Course: Ancient History

2 units for each of Year 11 and Year 12

Exclusions: Nil

## Course Description:

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

## Content Covered:

### *Year 11 Course*

The Year 11 course comprises three sections.

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies')

Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.

- Features of Ancient Societies (40 indicative hours)

Students study at least two ancient societies.

- Historical Investigation (20 indicative hours)
- Historical concepts and skills are integrated with the studies undertaken in Year 11.

### *Year 12 Course*

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours)
- One 'Personalities in their Times' topic (30 indicative hours)
- One 'Historical Periods' topic (30 indicative hours)
- Historical concepts and skills are integrated with the studies undertaken in Year 12.

## Course Requirements:

In the Year 11 course, students undertake at least two case studies.

- One case study must be from Egypt, Greece, Rome or Celtic Europe, and
- One case study must be from Australia, Asia, the Near East or the Americas.

The Year 12 course requires study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome.

## Course: Biology

2 units for each of Year 11 and Year 12

Exclusions: Nil

Note: The Biology Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Biology as a stand-alone course may select to study Science Extension in Year 12.

### Course Description:

Biology is the study of living organisms, life processes & interactions between organisms and their environment.

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

### Content Covered:

#### *Year 11 Course*

The Year 11 course consists of four modules.

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

#### *Year 12 Course*

The Year 12 course consists of four modules.

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

### Course Requirements:

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

# Course: Business Studies

2 units for each of Year 11 and Year 12

Exclusions: Nil

## Course Description:

Business Studies investigates the role, operation and management of businesses within our society. Understanding of the 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.

## Content Covered:

### *Year 11 Course*

- Nature of Business (20%) – the nature and role of business
- Business Management (40%) – nature of management, management approaches, management processes (includes operations, marketing, finance & HR), management and change.
- Business Planning (40%) – SME, influences in establishing a business, the business planning process, critical issues in business success and failure.

### *Year 12 Course*

- Operations 25% the role of operations
- Marketing 25% the nature and role of marketing
- Finance 25% the role and processes of financial management
- Human Resources 25% the role of human resources management

## Course Requirements:

In the Year 11 course there is a research project investigating the operation of a small business or planning the establishment of a small business.

# Course: Chemistry

2 units for each of Year 11 and Year 12

Exclusions: Nil

Note: The Chemistry Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Chemistry as a stand-alone course may select to study Science Extension in Year 12.

## 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.

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

## Content Covered:

### *Year 11 Course*

The Year 11 course consists of four modules.

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

### *Year 12 Course*

The Year 12 course consists of four modules.

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

## Course Requirements:

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

# Course: Community and Family Studies

2 units for each of Year 11 and Year 12

Exclusions: Nil

## Course Description:

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively to address contemporary issues facing families and communities.

## Content Covered:

### *Year 11 Course*

- Resource Management
- Individuals and Groups
- Families and Communities

### *Year 12 Course*

- Research Methodology
- Groups in Context
- Parenting and Caring

*Year 12 Option Module* (approximately 25% of course time):

- Individuals and Work

## Course Requirements:

Most assessment are researched based, where skills in interviewing, surveying and observing are developed in Year 11 and also undertaken in an Independent Research Project as part of the Year 12 assessment.

# Course: English Advanced

2 units for each of Year 11 and Year 12

Exclusions: English (Standard); English Studies, English (ESL); Mass Media Studies

## Course Description:

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

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

## Content Covered:

*Year 11 Course* – The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- Two additional modules are also studied: Narratives that Shape our World, and Critical Study of Literature, in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

*Year 12 Course* – The course has two sections:

- The HSC Common Content consists of one module, Texts and Human Experiences, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules are also studied: Textual Conversations, Critical Study of Literature, and The Craft of Writing, which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued, and the demonstration of the effectiveness of texts for different audiences and purposes.

## Course Requirements:

Across the English Advanced Stage 6 course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- 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
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

*Year 11 course requires:*

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

*Year 12 course requires:*

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common Module: Texts and Human Experiences.



# Course: English Extension 1

1 unit of study for each of Year 11 and Year 12

## Prerequisites:

- (a) English (Advanced) course
- (b) Year 11 English Extension Course is prerequisite for Year 12 English Extension 1
- (c) Year 12 English Extension 1 is prerequisite for Year 12 English Extension 2

## Course Description:

- In the Year 11 English Extension course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.
- In the Year 12 English Extension 1 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.
- In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation

## Course Requirements:

### *Year 11 Course*

The course has one mandatory module: Texts, Culture and Value, as well as a related research project.

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

### *Year 12 Course*

In the English Extension 1 course students are required to study:

- at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least TWO related texts.

The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five offered for study.

The electives are:

- Literary Homelands
- Worlds of Upheaval
- Reimagined Worlds
- Literary Mindscapes
- Intersecting Worlds

## Course: English Extension 2 (Year 12 Only)

1 unit of study for Year 12

### Prerequisites:

- (a) English (Advanced) course
- (b) Year 11 English Extension Course is prerequisite for Year 12 English Extension 1
- (c) Year 12 English Extension 1 is prerequisite for Year 12 English Extension 2

### Course Description:

- In the Year 12 English Extension 2 course, students develop a sustained composition, and document their reflection on this process.
- In studying this course, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

### Course Requirements:

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

## Course: English Standard

2 units for each of Year 11 and Year 12

Exclusions: English (Advanced); English Studies, English (ESL); English (Extension)

### Course Description:

In the Year 11 English Standard course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the Year 12 English Standard course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

### Content Covered:

*Year 11 Course* -The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- Two additional modules are also studied: Contemporary Possibilities, and Close Study of Literature, in which students explore and examine texts and analyse aspects of meaning.

*Year 12 Course* -The course has two sections:

- The HSC Common Content consists of one module, Texts and Human Experiences, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules are also studied: Language, Identity and Culture; Close Study of a Text; and The Craft of Writing; which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

### Course Requirements:

Across the English Standard Stage 6 Course, students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- 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
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

In Year 11, students are required to study:

- one complex multimodal or digital text in Module A (this may include the study of film)
- one substantial literary print text in Module B, for example, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

In Year 12, students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common Module: Texts and Human Experiences.

## Course: English Studies

2 units for each of Year 11 and Year 12

Exclusions: English (Advanced); English Standard, English (ESL); English (Extension)

### Course Description:

In the Year 11 English Studies course, students explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital, media and vocationally-oriented, as well as Australian texts.

In the Year 12 English Studies course, students further strengthen their knowledge and understanding of language and literature by exploring and composing new texts in a variety of forms. Students reflect on and demonstrate understanding of the effectiveness of different texts for various audiences and purposes.

This course provides students with the opportunity to consolidate their language, literacy and literature skills through responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts. The course supports students to refine their skills and knowledge in English and empowers them to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from various contexts.

### Content Covered:

*Year 11 Course* -The course has two sections:

- Mandatory module: Achieving through English - English in Education, Careers and Community. Students will gain understanding and practical competence in the use of language that allows access to opportunities in schooling, training and employment.
- Two additional modules are also studied, in which students explore and examine texts and analyse how language is used in various contexts.

*Year 12 Course* -The course has two sections:

- The HSC Common Content consists of one module, Texts and Human Experiences, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules are also studied, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

# Course: Food Technology

2 units for each of Year 11 and Year 12

Exclusions: Nil

## Course Description:

The Year 11 and 12 courses underpin the concept 'food issues have constant relevance to life'. Food Technology provides opportunities, challenges and aspirations for students of all abilities through the delivery of knowledge and activities that relate to meeting food needs and wants.

Students will gain insight into many of the following topical issues.

- Safe food handling
- Food availability and reasons for selection
- Consumption patterns in Australia
- Sensory characteristics
- Functional Characteristics (why things cook the way they do)
- The Australian Food Industry.

This course will provide benefits for both vocational and general life experiences to the students.

## Content Covered

### *Year 11 Course*

- Food Availability and Selection
- Food Quality
- Nutrition

### *Year 12 Course*

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Option – Contemporary Food Issues in Nutrition

## Course Requirements:

There is no Prerequisite for students to study Food Technology within the Year 11 course. In this course students will gain a range of hands-on experiences and theoretical concepts that are utilised across both domestic, commercial and industrial settings in the food industry. During Year 12 students will draw upon knowledge, experimental and practical situations from Year 11 to provide a deeper understanding of the topics in the HSC.

# Course: Health and Movement Science

2 units for each of Year 11 and Year 12

Exclusions: Nil

## Course Description:

The *Health and Movement Science 11–12 Syllabus* is shaped by the 5 propositions. Year 11 is organised into 2 focus areas: Health for individuals and communities; and The body and mind in motion. Year 12 is organised into 2 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.

## Content Covered:

*Year 11 course structure and requirements (120 hours)*

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

<b>Health and Movement Science</b>	<b>Indicative hours</b>
Health for individuals and communities	40
The body and mind in motion	40
Collaborative Investigation	20
Depth studies (a minimum of 2)	20

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

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

<b>Health and Movement Science</b>	<b>Indicative hours</b>
Health in an Australian and global context	45
Training for improved performance	45
Depth studies (a minimum of 2)	30

## Course Requirements:

Where appropriate, case studies and practical application are to be integrated throughout student learning in Health in an Australian and Global Context, Training for Improved Performance, and the Depth Studies.

## Course: Industrial Technology (Timber)

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: Can only study only one Industrial Technology subject in Year 11 & 12

### Course Description:

Industrial Technology (Timber) consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the timber industry, and an introduction to industrial processes and practices.

### Content Covered:

#### *Year 11 Course*

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel and Workplace Occupational Health and Safety issues
- Design and Management – designing, drawing, computer applications, project management
- Workplace Communication – literacy, calculations, graphics
- Industry Specific Content and Production

#### *Year 12 Course*

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

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

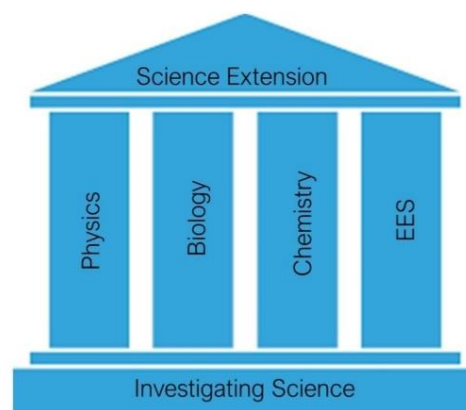
### Course Requirements:

In the Year 11 course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the Year 12 course, students must design, develop and construct a Major Project with a folio. They also undertake a study of the overall industry related to the specific focus area.



## Course: Investigating Science

Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.



### Course Description:

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

### Content Covered:

The Year 11 course consists of four modules.

- Module 1 Cause and Effect – Observing
- Module 2 Cause and Effect – Inferences and Generalisations
- Module 3 Scientific Models
- Module 4 Theories and Laws

The Year 12 course consists of four modules.

- Module 5 Scientific Investigations
- Module 6 Technologies
- Module 7 Fact or Fallacy?
- Module 8 Science and Society

### Course Requirements:

Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

## Course: Legal Studies

2 units for each of Year 11 and Year 12

Exclusions: Nil

### Course Description:

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies, which consider how changes in societies influence law reform.

## What students learn

### Preliminary course

Part I – The Legal System  
Part II – The Individual and the Law  
Part III – The Law in Practice

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

### HSC course

Core Part I: Crime  
Core Part II: Human Rights  
Part III: Two options  
Two options are chosen from:  
Consumers  
Global environment and protection  
Family  
Indigenous peoples  
Shelter  
Workplace  
World order.

## Course: Mathematics Standard

2 units for each of Year 11 and Year 12

Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 2.

### Prerequisites:

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area, Right-angled triangles (Trigonometry), Financial mathematics, Single variable data analysis, Linear relationships, some content from Equations, Non-linear relationships, Probability, Volume.

### Course Description:

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (subject to availability) or the Mathematics Standard 2 Year 12 course.
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.
- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. It is a category B subject.

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs.
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies.
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

### Content Covered:

*Year 11 Course*

Formulae and Equations

Linear Relationships

Applications of Measurement

Working with Time

Money Matters

Data Analysis

Relative Frequency & Probability

*Year 12*

*Standard 2 Course:*

Types of Relationships  
Non-right-angled Trigonometry  
Rates and Ratios  
Investments and Loans  
Annuities  
Bivariate Data Analysis  
The Normal Distribution  
Network Concepts  
Critical Path Analysis

*Standard 1 Course:*

Types of Relationships  
Right-angled Triangles  
Rates  
Scale Drawings  
Investment  
Depreciation and Loans  
Further Statistical Analysis  
Networks and Paths

# Course: Mathematics Advanced

2 units for each of Year 11 and Year 12

**Exclusions:** Students may not study the Mathematics Standard Year 11 course in conjunction with the Mathematics Advanced Year 11 course, or either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course in conjunction with the Mathematics Advanced Year 12 course. Further, students who have studied Mathematics Standard cannot change courses to study Mathematics Advanced in Year 11 or 12.

## Prerequisites:

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebraic techniques, Linear relationships, Surds and indices, Trigonometry and Pythagoras' theorem, Equations, Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships and/or Properties of Geometrical Shapes.

## Course Description:

- The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- All students studying the Mathematics Advanced course will sit for an HSC examination.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning.
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role.
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

## Content Covered:

*Year 11*

- Working with Functions
- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities
- Introduction to Differentiation
- Logarithms and Exponentials
- Probability and Discrete Probability Distributions

*Year 12*

- Graphing Techniques
- Trigonometric Functions and Graphs
- Differential Calculus
- The Second Derivative
- Integral Calculus
- Modelling Financial Situations
- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

# Course: Mathematics Extension 1

1 unit in each of Year 11 and Year 12

Exclusions: Mathematics Standard 1 or 2

## Prerequisites:

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: Polynomials, Logarithms, Functions and Other Graphs.

## Course Description:

- All students studying the Mathematics Extension 1 course will sit for an HSC examination.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively.
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality.
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level.
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

## Content Covered:

### *Year 11*

- Further Work with Functions
- Polynomials
- Inverse Trigonometric Functions
- Further Trigonometric Identities
- Rates of Change
- Working with Combinatorics

### *Year 12*

- Proof by Mathematical Induction
- Introduction to Vectors
- Trigonometric Equations
- Further Calculus Skills
- Applications of Calculus
- The Binomial Distribution

## Course: Mathematics Extension 2 (Year 12 only)

1 unit in Year 12 only

Exclusions: Mathematics Standard 1 or 2

### Prerequisites:

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

### Course Description:

- All students studying the Mathematics Extension 2 course will sit for an HSC examination.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts.
- provides a basis for the study of a wide range of useful applications of mathematics.
- provides a strong foundation for further study of mathematics.

### Content Covered:

*Year 12*

- The Nature of Proof
- Further Proof by Mathematical Induction
- Further Work with Vector
- Introduction to Complex Numbers
- Using Complex Numbers
- Further Integration
- Applications of Calculus to Mechanics



# Course: Music 1

2 units for each of Year 11 and Year 12

**Prerequisites:** Music mandatory course (or equivalent)

## Course Description:

In the Year 11 and 12 courses, students will study: the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

## Content Covered:

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

## Course requirements:

### *Year 12 course*

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

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

All students must perform at least one piece on their chosen instrument or as a vocalist in the HSC core performance exam.

## Course: Physics

2 units for each of Year 11 and Year 12

Exclusions: Nil

Note: The Physics Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Physics as a stand-alone course may select to study Science Extension in Year 12.

### Course Description:

Physics investigates natural phenomena and identifies patterns and applies in a wide range of interesting contexts, models, principles and laws to explain their behaviour.

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

### Content Covered:

#### *Year 11*

The Year 11 course consists of four modules.

- Module 1 Kinematics
- Module 2 Dynamics
- Module 3 Waves and Thermodynamics
- Module 4 Electricity and Magnetism

#### *Year 12*

The Year 12 course consists of four modules.

- Module 5 Advanced Mechanics
- Module 6 Electromagnetism
- Module 7 The Nature of Light
- Module 8 From the Universe to the Atom

### Course Requirements:

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

## Course: Science Extension (Year 12 only)

1 unit for Year 12

Board Developed Course

Exclusions: Nil

Note - Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

### Prerequisites:

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

### Course Description:

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project

### Content Covered:

*Year 12*

The Year 12 course consists of four modules.

- Module 1 The Foundations of Scientific Thinking
- Module 2 The Scientific Research Proposal
- Module 3 The Data, Evidence and Decisions
- Module 4 The Scientific Research Report

### Course Requirements:

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

## Course: Visual Arts

2 units for each of Year 11 and Year 12

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

The Year 11 course is broadly focused, while the Year 12 course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

### Content Covered:

*Year 11* learning opportunities focus on:

- The nature of practice in artmaking, 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 work
- Building understandings over time through various investigations and working in different forms.

*Year 12* Course learning opportunities focus on:

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

### Course Requirements:

Year 11 Course

- create artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in artmaking, art criticism and art history

Year 12 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 artmaking, art criticism and art history

# Board Endorsed Courses



# Course: Exploring Early Childhood

2 units for each of Year 11 and Year 12

Exclusions: Nil

## Course Description:

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores early childhood development, special needs, play, cultural influences and services available to assist families and carer. Students develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years.

### Year 11

Pregnancy and Childbirth

Child Growth and Development

Historical and Cultural Contexts of Childhood

Child Health and Safety

### Year 12

Promoting Positive Behaviour and Gender and Young Children

Young Children and The Law

The Child Services Industry

Food and Nutrition

Young Children with Special Needs

Starting School

There should be a balance between the assessment of:

- Knowledge and understanding 50%
- Skills 50%

There is no formal examination.

# Course: Numeracy

2 units for each of Year 11 and Year 12

Content Endorsed Course

Exclusions: Mathematics Extension, Mathematics Advanced, Mathematics Standard 1 or 2

## Course Description:

The Numeracy course builds on the knowledge, skills and understanding presented in the K-10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The Numeracy Syllabus is designed to offer opportunity for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge and find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21<sup>st</sup> century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to use appropriate technology as an effective support for numerical and mathematical activities.

The course enables students to build on existing numeracy skills and to develop and improve their capability to:

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

## Content Covered:

### *Year 11*

- Whole numbers
- Operations with whole numbers
- Distance, area and volume
- Time
- Data, graphs and tables
- Fractions and decimals
- Operations with fractions and decimals
- Metric relationships
- Length, mass and capacity
- Chance

### *Year 12*

- Percentages
- Operations with numbers
- Finance
- Location, time and temperature
- Space and design
- Rates and ratios
- Statistics and probability
- Exploring with Numerical Reasoning and Mathematical Thinking



## Course: Sport, Lifestyle and Recreation

2 units for each of Year 11 and Year 12

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- Knowledge and understanding of the factors that influence health and participation in physical activity;
- Knowledge and understanding of the principles that impact on quality of performance;
- An ability to analyse and implement strategies to promote health, activity and enhanced performance;
- A capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

Aquatics; Athletics; First Aid; Fitness; Specific Sports; Gymnastics; Outdoor Recreation; Sports Administration; Coaching; Social Perspectives of Sport; and Healthy Lifestyle.

There is no external HSC Exam at the end of this course. Students will receive the cumulative total of their school-based assessments as their end of course grade/result.

# Course: Work Studies

Exclusions: Nil

## Structure of the course

The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

Core - My Working Life

Modules - There are 11 elective modules which explore issues about work and work-related skills.

Modules are studied for 15 to 30 hours.

## Nature of the course

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society.

Individuals will need to be flexible and responsive to change along their career pathway.

Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

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

The Work Studies course will assist students to:

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

# Vocational Education Courses





## PUBLIC SCHOOLS NSW RTOs VOCATIONAL EDUCATION AND TRAINING

### Stage 6 School Delivered Vocational Education and Training (VET) Courses

Stage 6 Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

Stage 6 VET courses allow students to gain an HSC or and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

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

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all achieved units of competency.

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

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

#### Work Placement

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

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

There are other VET opportunities including:

#### Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

#### School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

**2025 Primary Industries Course Descriptor**

**AHC20122 Certificate II in Agriculture**

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

**Course: Primary Industries**

Industry Curriculum Framework (ICF)  
Australian Tertiary Admission Rank (ATAR) eligible course

**HSC credit – 4 units**

(2 units x 2 years or 4 units x 1 year)  
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of AHC20122 Certificate II in Agriculture <https://training.gov.au/Training/Details/AHC20122> You will be expected to complete all requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification you must achieve 16 units of competency. To meet NESA's indicative hours 17 units of study may be required. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

**Transferrable industry skills gained in this course**

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

**Examples of occupations in the agriculture industry**

- farm or station hand/labourer
- shearing hand
- nursery assistant
- livestock worker

**VET requirements**

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**HSC requirements**

**Mandatory course requirements**

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

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

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

**Refunds**

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

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

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

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

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

**Course: Hospitality (Food and Beverage)**  
Industry Curriculum Framework (ICF)  
Australian Tertiary Admission Rank (ATAR) eligible course

**HSC credit – 4 units**  
(2 units x 2 years or 4 units x 1 year)  
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

#### Transferrable industry skills gained in this course

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

#### Examples of occupations in the hospitality industry

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

#### VET requirements

##### Competency-Based Assessment

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

##### Appeals and Complaints

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

#### HSC requirements

##### Mandatory course requirements

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

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

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

**Consumable costs: Preliminary** – uniform purchase required - available at Deni Clothing Company.

##### Refunds

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

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

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

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

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

# SCHOOL-BASED TRAINEESHIPS AND APPRENTICESHIPS

School-Based Traineeships and Apprenticeships combine:

- The Higher School Certificate
- Part time paid work
- Structured work-based training delivered by a registered training organization, e.g. school, TAFE etc.

Your traineeship or apprenticeship is done as part of your Higher School Certificate.

## How do they work?

As part of their HSC, school-based trainees and apprentices will:

- Complete a minimum of 100 days\* of paid work over two years. This can be done during school time, weekends and school holidays
- Undertake structured training either with school, TAFE or other registered training organisation. This can be done during school hours or outside of school hours
- Complete the HSC
- Receive HSC unit credits for the on-the-job and off-the-job training

\* 180 days for plumbing & electrotechnology & 144 days for construction

EXPERIENCE a very positive transition from school to working life

UNDERSTAND the world of work

GAIN skills and knowledge needed to progress into a worthwhile career

IMPROVE your employment prospects whether with the same employer or another

INCREASE your opportunities for further study

## What else do I need to know?

- The VET course will provide a minimum of 4 units (2 units each year) credit towards your HSC and depending on the VET course chosen, it may be counted towards your ATAR.
- You can also receive additional 4 units HSC credit for the work component of the apprenticeship or traineeship if you choose to complete the Industry Based Learning course.

## What do I receive when I finish?

- School-based trainees receive a nationally recognized VET qualification at Certificate II or Certificate III plus a Certificate of Proficiency.
- School-based apprentices receive a statement of attainment at completion of Year 12 and then continue their apprenticeship full-time. On completion, they receive a VET qualification at Certificate III or IV plus a Certificate of Proficiency.

## What are the main features of school-based apprenticeships and traineeships?

School-based apprenticeships and traineeships allow senior high school students to commence an apprenticeship or complete a traineeship while at school. School-based apprentices work part-time and undertake the first stage of their formal or off-the-job apprenticeship training while school-based trainees work part-time and complete their formal or off-the-job traineeship training by the end of their HSC year.

Both the on-the-job and off-the-job training undertaken by school-based apprentices/trainees can contribute to their HSC. Providing that they have successfully completed both their on-the-job and off-the-job training program during their senior high school years, school-based apprentices will commence full-time employment as a 2nd year apprentice from January after their HSC



## Timetable for Subject Selection

### **THURSDAY 8 AUGUST (Week 3)**

Students issued with Senior Prospectus at first Year 10 Information session.  
Requirements for Years 11 and 12 outlined to students.

### **12 AUGUST – 23 AUGUST (Week 4 - 5)**

Head Teachers of English, Mathematics, Science/Agriculture, HSIE and PDHPE will visit classes to deliver information regarding the courses available.

### **MONDAY 12 AUGUST (Week 4)**

Head teachers/staff of CAPA, TAS, as well as SBAT Representatives, will deliver information to smaller groups of Year 10.

### **WEDNESDAY 14 AUGUST (Week 4)**

Parent/Student Information evening in the school MPC at 6:00 pm. Head teachers and teachers will be available to discuss study options and suitability of subjects in the senior school.

### **FRIDAY 16 AUGUST (Week 4)**

Subject Selection Preferences open online. Details will be emailed to the student's school email address.

### **FRIDAY 30 AUGUST (Week 6)**

Last day for students to register their Subject Selection Preferences online and submit the signed form to the Front Office.







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