



FOCUS MASTERY EXPERTISE

INABURRA SCHOOL
SUBJECT SELECTIONS - YEAR 11 2023



INABURRA SCHOOL

Inaburra Senior Subject Selection

Year 11 Preliminary 2023

Year 12 Higher School Certificate 2024

Please read this information carefully and retain it for further reference.

- Applications will be made online.

The application form will be made active from **Wednesday 8 June 2022**

The application form will be closed on **Thursday 16 June 2022**

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Section 1 – Studying the Preliminary and HSC Courses

About This Booklet

This booklet provides information about what Inaburra School expects of you while studying Preliminary (Year 11) and Higher School Certificate (HSC Year 12) courses. For additional information see the Student and Parent Guides on the NSW Education Standards Authority (NESA) website at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Curriculum advice is available from the Director of Curriculum and the Learning Leaders of each faculty. Advice about careers can be obtained from the Careers Counsellor.

We trust you will find this information helpful in making decisions about your senior curriculum. As a Christian school we aim to provide a curriculum that will develop the whole person. Understanding the way the world and society works is an important undertaking for senior students. Our hope is that the learning that occurs in senior courses will enable students to effectively take part in society.

The remainder of this booklet consists of the following sections:

- Section 1 General Information
General information about studying for Preliminary and HSC courses.
- Section 2 Subject Details
Specific details about each subject that may be studied at Inaburra School.
- Section 3 Subject descriptions
Information about each Year 11 and Year 12 Course
- Section 4 Subject Choice Record
A page for students to record their subject choices

The Inaburra Stage 6 Curriculum

The NSW Education Standards Authority (NESA) defines Stage 6 as a:

Preliminary Course - Year 11

AND

Higher School Certificate (HSC) Course - Year 12

Students entering Stage 6 will choose subjects to make up their study pattern for two years. Each course is worth 2 units and each extension course is worth 1 unit. Studies of Religion I is worth 1 unit and is delivered as a compressed curriculum at Inaburra School.

Preliminary Course – minimum of 12 units (English and Mathematics are compulsory)

There are no NESA external examinations in Year 11. Assessment of students is done internally leading to the award of the Preliminary Record of School Achievement (RoSA).

HSC Course – minimum of 10 units (English is compulsory)

Students will sit the NESA HSC external examinations and receive an internal school assessment, leading to the award of the Higher School Certificate. An Australian Tertiary Admission Rank (ATAR) will also be given to students based on results gained in the HSC. Some students may choose to not receive an ATAR and complete subjects that do not give access to one. Some TAFE courses, for example, do not give access to an ATAR.

1.1 Studying for the NSW Higher School Certificate

Purposes of the Higher School Certificate program of study at Inaburra School include:

- a) Fostering the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills understanding and attitudes in their chosen fields of study,
 - capacity to manage their own learning,
 - desire to continue learning in formal or informal settings after school,
 - capacity to work together with others,
 - respect for the cultural diversity of Australian society.
- b) Providing a flexible structure within which students can prepare for:
 - further education and training,
 - employment,
 - full and active participation as citizens.
- c) Providing formal assessment and certification of a student's achievements.
- d) Providing a context within which a secondary school has the opportunity to foster students' physical and spiritual development.

The NSW Higher School Certificate has two standards which apply to all courses. They are:

- The syllabus standards - the knowledge, skills and understanding expected to be learned by students as a result of studying the course.
- The performance standards - the levels of achievement of the knowledge, skills and understanding (reported in six bands).
 - Band 6 = 90%-100%
 - Band 5 = 80%-89%
 - Band 4 = 70%-79%
 - Band 3 = 60%-69%
 - Band 2 = 50%-59%
 - Band 1 = below 50%

Students complete school based assessment tasks and the external HSC examination for each subject they study. When these tasks are marked the *performance standards* are applied. For students to achieve the highest standard, Band 6, they must produce a task which reaches the pre-determined standards for a Band 6. Each task will have performance bands applied on a case by case basis. For some assessment tasks, several students may reach a Band 6 standard. For other tasks no student's work may reflect the Band 6 standard and, consequently, no one will have their task rated as a Band 6. Students will receive other bands as deemed appropriate by the teacher in accordance with the predetermined marking criteria set with each task.

In regular lessons during Year 11 and 12, teachers work with students to help them achieve the *syllabus standards*.

A standards-referenced approach provides the means by which students know what they are expected to learn and the standards against which they will be assessed. Examination questions in the HSC will be linked to syllabus outcomes which clearly indicate what students are expected to demonstrate in their responses.

1.2 The Types of Courses That Can Be Studied

There are two broad categories of courses:

NESA Developed Courses

These are courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content. These are the courses for which NESA also develops HSC examinations. Details of each syllabus can be found on the NESA website: <http://syllabus.nesa.nsw.edu.au/>

In addition, NESA develops course and assessment requirements, specimen examination papers, marking criteria and performance bands for these courses. Samples from previous years are published on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

NOTE: NESA Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR) – see Section 1.11.

NESA Endorsed Courses

These are Content Endorsed Courses. All NESA Endorsed Courses count toward the Higher School Certificate and are listed on the Record of Student Achievement.

NOTE: NESA Endorsed Courses do not always count towards the calculation of an ATAR. Some subjects have an external HSC examination and may contribute to an ATAR.

TAFE delivered VET Courses (TVET)

Students undertaking one of these courses would normally attend a TAFE institute for one afternoon per week (approximately 4 hours). Students need to make their own way to the TAFE from school from about lunchtime onwards. This is normally on a Tuesday. These courses incur a cost payable to the TAFE. The cost is entirely dependent upon the individual modules in the course and varies from around **\$750 to \$4500 per year**. This cost is **additional** to Inaburra tuition fees. Please speak to the Careers Counsellor to obtain the most recent fee schedule. See Section 3 of this booklet for more information on TAFE courses.

Please note:

- once enrolled into a course, the fees for TAFE courses cannot be refunded.
- Any Inaburra lessons missed due to attending TAFE will need to be caught up by the student.

1.3 An Explanation of Units of Study

Most courses offered for the Higher School Certificate have a value of 2 units in the Preliminary study pattern (Year 11) and 2 units in the HSC study pattern. Each 2 unit course requires approximately 120 hours of classroom study per year and contributes a maximum of 100 marks towards the ATAR.

Extension courses are 1 unit courses, which build upon the content of the associated 2 unit course and allow students to develop greater expertise in the subject. Extension study is available in English, Mathematics, History, Music, Science, some Languages and some TVET courses. Each extension course contributes 50 marks towards an ATAR. The exception to this is if a student does both Extension 1 and 2 Mathematics. If done together in Year 12 these courses each contribute 100 marks towards the ATAR. Some extension courses are only available to Year 12 students once they have completed a prerequisite subject in Year 11. Such courses include English Extension 2, Mathematics Extension 2, History, Music, Science and language extension courses.

1.4 Requirements for the Award of the Year 11 Preliminary Record of School Achievement (RoSA) and Year 12 Higher School Certificate (HSC)

To be eligible for the award of the HSC you must satisfactorily complete at least **12 units** in your **Preliminary** study pattern and at least **10 units** in your **HSC** study pattern.

Both patterns must include:

- at least six units of NESA Developed Courses
- at least two units of a NESA Developed Course in English
- at least three courses of two-unit value or greater
- at least four subjects in total.

English is the **only compulsory** Preliminary and Higher School Certificate subject.

In addition, students need to meet a minimum standard of literacy and numeracy to receive the HSC.

Learn more about the minimum standards at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>.

NOTE: No more than 7 units of courses in **Science** can contribute to the 12 Preliminary units or 10 HSC units. **No more than 4 units** are to be studied outside of Inaburra school, e.g. at TAFE or Open High School languages.

1.5 HSC Pathways

Most students follow a 2 year pattern of study in Years 11 and 12 leading to the award of the Higher School Certificate. NESA also provides access for those people who wish to combine their studies with employment or with other responsibilities, such as family care, sport training or music performance. This is called the **Pathways** provision.

The Pathways provisions allow flexibility in obtaining the Higher School Certificate.

You may:

- **accumulate** the Higher School Certificate over a period of up to 5 years. The five year period commences in the first year you complete an HSC course. Preliminary courses may, but need not, be accumulated within this period
- **repeat** courses within a 5-year period. In the calculation of the ATAR, the most recent course mark will be used.

- be granted **credit transfer** for courses studied in other educational institutions if you can demonstrate that you have achieved the same syllabus outcomes in another way, e.g. studying in other Australian states or overseas.
- **accelerate** through study requirements at a faster rate than usual by completing course content in a shorter time and accumulating results.

Please note that there may also be clashes between some of your chosen subjects on the timetable matrix. This may impact the ability of students to complete a Pathways course in the following year. For example, if a student chooses to complete their Year 12 HSC over two years, instead of the normal one year, they will do three subjects in the first year and two subjects in the second. If, in the second year, one of those subjects is not offered with the following group of students, then the Pathways student may be unable to complete this as a subject and will have to wait an additional year. If you have questions about this, please see the Director of Curriculum.

1.6 How to Apply for Year 11 Preliminary Subjects

Step 1. Watch the *Choosing Elective Subjects* video and subject specific videos from each faculty. A link to these will be provided to you in the Student and Parent portals.

Step 2. Read and understand the requirements for the Preliminary pattern of study as outlined in Section 1 of this booklet.

Step 3. Familiarise yourself with the UAC booklet “University Entry Requirements – Year 10 Booklet” found at: [year-10-booklet-2024.pdf \(uac.edu.au\)](https://uac.edu.au/year-10-booklet-2024.pdf)

Read this so that you understand whether a particular tertiary course you may be interested in has any assumed knowledge. This may predetermine some of your subject choices for the HSC. See the Careers Counsellor for assistance.

Step 4. Consider career opportunities and vocational guidance from the Careers Counsellor so that your choice of subjects reflects the career path in which you are interested.

Step 5. Be mindful of your strengths and weaknesses. It is natural that subjects that you are interested in will be the subjects that you are likely perform well in. **Do not choose subjects on the basis of what others may expect, or what your friends are doing.** Choose subjects that you have prepared yourself for in Stages 4 and 5. Feedback during the initial 4 weeks of the course should confirm your decisions otherwise you may be advised to change courses or levels.

Step 6. If you still have more questions, make an appointment with the Director of Curriculum.

Step 7. Fill in **Section 4: Student’s Record: Subject Selections Year 11 2023** (at the back of this book) to keep a record of your choices. **Complete the online subject selection** that you will be emailed access to in Week 8 and remember the following:

- Each student will study English.
- Each student will study Mathematics in Year 11 at least. The Mathematics faculty can advise students of an appropriate level of Mathematics to pursue; however, some university courses have prerequisite achievement levels for Mathematics.
- Choose subjects in priority order “1 to 7”. This means that you will have four subjects that you really want to study (in order) and three of lesser preference (reserves – in order). This is in case one or more of your top four subjects is not offered or there is a clash of subjects on the timetable matrix.
- Only select a “TAFE” option if you are interested in studying a VET course or a course not offered at Inaburra School and have researched this.

Step 8. Save your choices in the online subject selection program. Print the receipt of your choices, sign and get a parent or guardian to sign as well. Return this page to the box at Mrs Francis' desk to the Learning Commons. **Note: If changes need to be made to subject selection, students can collect a paper form from the Curriculum Office.**

1.7 Change of Course after Year 11 Commences

Students may wish to change courses after Year 11 commences. If you wish to change courses, you must apply officially. A yellow Change of Program of Study form can be collected from the Curriculum Office.

In the case of Preliminary courses, the Principal can approve a change of course provided that he is satisfied that students can satisfactorily complete the new course before commencing study of the HSC course. **Students may make changes to a course up until Year 11 Term 1 Week 4**, therefore students should make every effort to ensure that their pattern of study is suitable and apply themselves fully from the beginning of Term 1. Students should discuss it with their teacher, faculty Learning Leader and Director of Curriculum if they are concerned that they may not meet the course outcomes in a subject.

Students studying an HSC course may not change courses unless the Principal is satisfied that they:

- have satisfactorily completed the Preliminary component of the course they wish to enter
- will be able to complete all HSC course requirements, including assessment.

1.8 School Internal Assessment

You are required to complete school-based assessment tasks for each NESA Developed HSC course you study, other than TVET courses. School-based assessment counts for 50% of your overall HSC mark in each course and is reported on your HSC Record of School Achievement.

School-based assessment tasks are designed to measure performance by more diverse methods than can be demonstrated in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork or projects.

Inaburra School has developed an assessment program for each course, which is designed to measure your performance in each component of the course. Your teacher will provide you with a notification of the requirements of each assessment task including:

- the nature of the task,
- the relative value of the task,
- when the task will take place,
- administrative details associated with the task.

You are expected to complete the tasks that are a part of the assessment program for each course. The assessment program for each course studied is published in the Year 11 and Year 12 Assessment booklets. If you anticipate any difficulties in the completion of a task, then you should follow the guidelines as set out in the Assessment booklet made available at the beginning of Year 11.

1.9 School Schedule of Reporting

Inaburra School currently supplies a Half Yearly Report and a Final Report in Year 11 and Year 12, both of which indicate assessment results, overall course progress and assessment task rank according to standards of performance set down by the NESA. These results are obtained from performance in the internal assessment program, which follows the NESA policy statement and guidelines concerning Preliminary and HSC assessment. More detailed feedback in each course is supplied via the marking guidelines and criteria that accompany each assessment task.

1.10 Disability Provisions

A student may apply for Disability Examination Provisions if he or she has a disability that would, in a normal examination situation, prevent him or her from:

- reading and interpreting the examination questions; or
- communicating knowledge or understanding to an examiner as effectively as a student without that disability.

Note that a diagnosis alone does not define the disability examination provisions a student may be eligible for. NESA will decide on the impact for a student in an examination situation. They will then decide on whether or not to allow disability provisions to be accessed by the student.

NESA considers disability provision applications in four broad categories:

- general medical (includes psychological),
- visual,
- hearing and
- learning difficulty (including ADD and ADHD).

In order to receive disability provisions in Year 12 HSC examinations, an application must be submitted to NESA by Inaburra School with corroborating documentation for approval. For details of some possible provisions and the documentation required please contact Mrs Smith from the Learning Enrichment Team.

It is anticipated that parents or relatives of students receiving disability provisions would make themselves available for one or two occasions to assist other students in reading or writing during examinations. This enables the school to offer disability provisions for internal examinations. Inaburra cannot guarantee that students who apply for disability provisions will receive the support of a reader/writer for all assessment tasks. The school is reliant on parents and community members volunteering to do this work. Teachers are not able to be reader/writers for HSC examinations.

1.11 Calculation of the ATAR – Australian Tertiary Admission Rank

NESA Developed Courses are categorised by the universities as Category A or Category B.

The criteria for Category A courses involve:

- academic rigour,
- required depth of knowledge and understanding,
- the degree to which the course contributes to assumed knowledge for tertiary studies.

For a full listing of the Category A and Category B courses see UAC's website at:

<https://www.uac.edu.au/future-applicants/atar/atar-courses>

Only two units of Category B courses can be included in an ATAR calculation. Therefore, English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

As was outlined in 1.4, to be eligible for the ATAR:

- you must study at least 10 units of NESA Developed HSC Courses including at least 2 Units of English,
- NESA developed courses must include at least 3 courses of 2 Units or greater, and at least 4 subjects.

Section 2 – General Requirements

Note: since 2021 NESAs have been using both 'Year 11' and 'Preliminary' to describe the first year of Stage 6 courses. Both names may therefore appear in this booklet.

Pages 13-14 are an extract from the Year 11 Assessment booklet. Much of this information is also provided in the Year 10 Assessment booklet.

What do you need to do to enter Year 11 Preliminary courses?

In order to enter Year 11 at Inaburra we expect that you have demonstrated a substantial effort in Year 10 and satisfactorily completed all Year 10 work. You will also be expected to have completed the All My Own Work course found at: [HSC: All My Own Work | NSW Education Standards](#)

All students in Year 10 had the opportunity to do this course last year. Ms Karis will catch up any students who missed the day.

How do you satisfactorily complete a Year 11 Preliminary course?

To satisfactorily complete a Preliminary course, you need to apply yourself well to your studies in all areas. NESAs state that for satisfactory completion:

1. You must have applied yourself with diligence and sustained effort to set tasks and experiences provided in the course by the school

AND

2. You must have achieved some or all of the course outcomes.

This means that you must have:

- submitted work to be marked on a regular basis including, where applicable, aural/oral components of the course
- completed a significant proportion of assignments or projects
- shown that you have made an effort to learn from your teacher's comments and corrections.

What happens if you are unsatisfactory in your learning in a Preliminary course?

Students who do not satisfactorily complete the relevant Preliminary course may not be eligible to sit for the HSC Examination for that course in the following year. They may have to redo the relevant Preliminary course in order to gain permission to enter Year 12 for that course. Principals are required to confirm at the time of HSC entries that the student has now satisfactorily completed Preliminary course requirements and that their entry for the HSC course is valid. If a student has previously been deemed unsatisfactory, they will be informed by Inaburra School when they have achieved satisfactory completion of the course in question.

An unsatisfactory completion of a course may result in an 'N' Determination. An 'N' Determination is a non-completion of a course and is delivered by the Principal when a student does not complete a course as per the rules set out on the ACE Website <http://ace.nesa.nsw.edu.au/ace-4019>. Note that an 'N' Determination will mean that this course cannot be included in calculating a student's end of year results.

Satisfactory completion of an HSC course

To be eligible for the award of an HSC for any courses studied at Inaburra School, you must have completed both the Preliminary and HSC courses satisfactorily.

Satisfactory completion of an HSC course means that:

- i. You must satisfy minimum requirements with regard to assessment tasks

AND
- ii. You must have applied yourself with diligence and sustained effort to set tasks and experiences provided in the course by the School

AND
- iii. You must have achieved some or all of the course outcomes.

You will not be considered to have satisfactorily completed a course if:

- You do not satisfy minimum requirements with regard to assessment tasks
 - You omit, to a significant degree, experiences which are an integral part of the course, for example:
 - if you continually fail to do the oral/aural components of your work
 - if you fail to complete a significant proportion of assignments or projects set as part of the required work
- OR
- if your preparation is so inadequate that poor examination performance is likely to result, for example:
 - there is sufficient evidence that you consistently make no effort to learn from your teacher's comments and corrections
 - you continually fail to do the work that you are instructed to do.

What is an 'N' Determination?

If you have not satisfied the above requirements in your Preliminary course, then you will be given an 'N' Determination in that course.

Note that an 'N' Determination will mean that this course cannot be included in calculating a student's HSC and ATAR. Specifically, an 'N' Determination will have the following consequences:

- In a 1 or 2 unit course, that course will **not** contribute in that year to the required pattern of study
- In the common component of related courses (eg a Continuers course), that course and the related Extension course will **not** contribute in that year to the required pattern of study
- In the HSC Extension course, that course only will **not** contribute in that year to the required pattern of study.

All students must complete a minimum of 12 Preliminary units and 10 HSC units in order to be awarded an HSC. An 'N' Determination in a Preliminary course means that the student may not be allowed to begin HSC courses until 12 units have been completed. An 'N' Determination in an HSC course can mean that the entire HSC is withheld for that year.

Information about assessment tasks

Inaburra School teachers will supply their students with information as required by NESA on the nature and due dates of the Assessment Tasks for their course(s). A minimum of two weeks' notice will be given for each task.

Knowledge and skills evaluated in assessment tasks

NESA states that, *for examining purposes, the Year 11 course is to be regarded as assumed knowledge that has been covered by all candidates.*

Therefore, it is in your best interests to put effort into your learning in Year 11 in order to be better prepared for Year 12.

Disability Provisions

Access to Disability Provisions begins with the student or parent contacting the Inaburra Learning Enrichment Team.

Schools are responsible for determining and approving adjustments for all school-based Assessment Tasks.

- Members of the Learning Enrichment Team (LET) at Inaburra will apply the collaborative planning process with identified students and their parents/caregivers when making decisions about offering adjustments to students with disability.
- There is no guarantee that NESA will grant the same provisions as those given at school. Every student accessing Disability Provisions should complete a disclaimer form that will be stored by the LET. All such documents will remain confidential. If you have any questions, please contact the Learning Enrichment Team at Inaburra.
- HSC students seeking Disability Provisions for school-based assessments must make arrangements with their teacher and the LET **at least 2 weeks before the task**. Every effort will be made to ensure the provisions applied for are offered; however, where resources are unavailable the provision cannot be made.
- Disability Provisions cannot be granted for short term illness or injury; these circumstances are included under Illness/Misadventure. These students should see the Director of Curriculum.

From the NESA website: *Disability Provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an examination room.*

- *The provisions granted are solely determined by how the student's examination performance is affected. Provisions may include a combination of or one of the following: Braille papers, large-print papers, use of a reader and/or writer, extra time, coloured overlay, rest breaks, toilet breaks, padded chair and separate supervision.*
- The standard for disability provision applications for HSC examinations is rigorous and determined by NESA.
- Where an application is rejected by NESA, the school will accept NESA's decision. An appeal will only be made if new evidence and further support for the application is submitted.

HSC students seeking Disability Provisions for examinations must complete the 'Examination Provision Request' form, **4 weeks before the examination period**, specifying the examinations for which Disability Provisions are required. This form must be signed by parent and student and constitutes an agreement that the nominated provisions will be accessed by the student on the day of the examination.

- Students who decide they no longer wish to use any Disability Provisions recommended by the school or approved by NESAs, must complete the 'Declining Provisions' form. The form must be signed by parent and student and lodged with the school.

Emergency Disability Provisions

A writer or separate supervision can be arranged if you have an accident or an illness such as a broken arm or infectious illness just before the exam. You should immediately notify the Director of Curriculum or Year Advisor in such a case.

For more information, refer to the NESAs website page – Disability Provisions: [Disability provisions | NSW Education Standards](#)

Conduct and completion of tasks

Students must make a genuine attempt at completing all Assessment Tasks.

NESA states that, 'The **minimum requirement** is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.

A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

In the case of Extension courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

Many Assessment Tasks must be completed under examination conditions. For such tasks, students must be supervised by a teacher or other approved supervisor.

All tasks must be submitted as described in assessment notifications. The method of submission must include processes for recording the time that the task is submitted and ensuring that the task cannot be changed after submission. When an assessment notification instructs that a hard copy must be submitted, an Assessment Task Coversheet must be attached (can be copied from page 16 of this booklet). Digital submissions must be made according to teacher instructions. Students who do not have a physical or digital receipt showing that a task was submitted on time will be deemed not to have submitted it.

All tasks to be handed in must be submitted either **during the lesson on the due date or at the time published on the assessment notification**. Tasks handed in after these times are late and may be penalised.

- **Assessment Tasks not completed by the due date**

If unexpected circumstances beyond a student's control affect their ability to complete a task by the due date, they must follow the **Illness/Misadventure application** process (Page 8). Students may not negotiate extension time directly with their teachers.

When an explanation is deemed acceptable **and there is substantial evidence that the student would have completed the task by the due date** if not for the circumstances explained in the Illness/Misadventure application, the student may be allowed extra time to do the task at the discretion of the Director of Curriculum.

If the task is handed in by the extended date, the task will be marked, but the student's result will not be included in the group ranking for that task. However, as part of the feedback to the student on their performance, an indication can be given of what the ranking might have been had the mark been included in the group ranking.

In exceptional circumstances the Director of Curriculum may authorise an estimate for a task. The estimate will not be included in the group ranking, but the student can be given an indication of the rank that the estimate would have occupied if it had been included in the group ranking. Estimates must be based on evidence of student achievement against the Outcomes being assessed by the missed task. That evidence must be obtained under conditions similar to task conditions. Where there is no such evidence, an estimate cannot be made and the result for the task may be zero.

Note: school-based assessments are point-in-time assessments that evaluate each student's achievement relative to their cohort at predetermined points during the learning sequence. Being unprepared for an assessment at its predetermined time is not cause for an Illness/Misadventure application.

- **Penalties for late submission of Tasks**

Where a student is late in submitting a task and there are no grounds for approval of an Illness/Misadventure application, penalties will be awarded to the task as follows:

- One day late: deduction of 20% of total available marks
- Two days late: deduction of 40% of total available marks
- Thereafter: zero marks are awarded

The Director of Curriculum may apply a pro-rata penalty for portions of the first day late in cases supported by the subject Learning Leader.

- **Non-genuine attempt**

A student who does not submit a genuine attempt for Assessment Tasks contributing at least 51% of the marks available for a course will be deemed to have not completed that course. This may put their HSC at risk.

- If a student's attempt at a particular task scores zero, or when less than 50% of an Assessment Task is attempted, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.
- Submission of responses considered offensive or frivolous may be deemed a non-genuine attempt.

- **Computer Malfunction**

ICT failures, for example, a failure to save, inability to print or loss of a hard drive or cloud access, will not be an adequate excuse for the late submission of an assignment in most circumstances. Therefore, all students **are responsible for keeping backups and evidence of their progress during Assessment Tasks**. This is particularly important for major works. Each student must have a contingency for data retrieval in the case of an ICT malfunction, such as storing the data on Google Drive or another cloud website or having a backup on a separate hard drive. If an external website is being used, then students **MUST** keep screen shots of data or save the data in another safe place.

Failing to have an assessment task printed on time is not an excuse that will lead to a misadventure being granted. It is important that students make themselves aware of the options available for printing at school, public libraries and other venues. For an ICT malfunction to be considered in a misadventure application, students must supply evidence of having completed a substantial amount of the assignment well before the due date.

- **Planned absence on a task due date**

All efforts should be made to avoid absence from school on a task's due date. Should a planned absence be necessary, students must arrange on– time task submission with their class teacher. This may mean submitting the task prior to its due date. In exceptional cases and upon application, the Director of Curriculum may allow an extension of time or completion of a substitute task. Examination tasks are not normally rescheduled prior to the published examination date. Students will not be given an extension if it gives them an unfair advantage over other students.

Unexpected illness during the Task

Should a student become ill during a task and believe this has affected their performance, or if unexpected illness has prevented them from submitting the task on time, they can make an **Illness/Misadventure Application by following the process Point 10**). This will also apply where student performance during a task has been affected by circumstances immediately prior to the task, such as a car accident or emotional disturbance. A successful appeal may not change the marks awarded for the task but may be considered in the final assessment for that student.

Students who are ill but present for an assessment task and provide medical evidence within 48 hours of the task will be awarded a final mark for that particular task only after the Appeals Committee has met. Otherwise, it will be assumed that if a student is at school on the day an assessment task is due or sat, that she/he is well enough to submit or undertake that task.

Following a task due date missed owing to illness, students must see the Director of Curriculum **immediately after signing in on their first day back at school**. They should expect to sit the missed task at that time and have the necessary equipment with them. They can lodge an appeal following this if they feel disadvantaged. This test/examination will be marked and used as a guide in generating an estimate. Students who perform significantly above or below their average can expect the mark to be adjusted.

Note: It is important that students do not attempt to gain an advantage over others by taking time off school to complete or prepare for Assessment Tasks. To this end, students who are absent on the day prior, or periods prior, to an Assessment Task being sat or submitted must provide a medical certificate that justifies their absence.

Students must submit the medical certificate with subject line, 'Absence before task due date' to misadventures@inaburra.nsw.edu.au. The email should explain the absence and state:

- Student name
- Subject's full name
- Task number
- Task due date
- Class teacher's name

Unjustified absences may incur a marks penalty, possibly to zero.

Illness/Misadventure Application process

The Illness/Misadventure process exists for occasions when a student who would otherwise have completed a task by its due date, and who has well– established record of doing so, is adversely affected during or immediately before an Assessment Task by circumstances that could not have been anticipated. That is, circumstances that are unusual for that student prevent on– time submission or completion of the task to the best of the student's ability.

To submit an Illness/Misadventure Application, follow the steps below. Omitting any of these steps is likely to result in the application being declined.

1. Email your class teacher to let them know you will be submitting an Illness/Misadventure application for the task. This is an important courtesy.
2. Email misadventures@inaburra.nsw.edu.au with subject line, 'Yr 11 Misadventure – form request' or see Mrs Francis on the day you return to school after illness or at the time of the misadventure.
3. Complete the electronic form.
4. Have substantial evidence to support your claim such as a medical certificate from a doctor outlining **your illness and specifically how it affected your ability to perform in your task or meet the due date**. Note: medical certificates that do not refer specifically to the assessment task do not meet the requirements for misadventure appeals.
 - In the case of illness, a **detailed medical certificate** must be provided. Parent letters or phone calls cannot be applied to the application. Medical certificates that merely state that the student was 'unfit for study or normal school duties' are unlikely to be sufficient evidence and the application is likely to be declined. It is important that medical certificates accurately specify the dates during which the student has been ill, or will be affected by the illness, and that they specify how the illness affected the student's ability to work or perform during completion of the assessment task.
5. Send the misadventure form and evidence to misadventures@inaburra.nsw.edu.au with subject line 'Yr 11 Misadventure, SURNAME, First name, <Subject>'.

The Director of Curriculum will investigate the misadventure and determine if it is to be upheld. This process may not be finalised until the end of the Year 11 course, after reports have been generated.

Closing Dates for Applications

Submitted Assessment Tasks: One week after returning to school following illness

In– class tests/practical tasks: One week after the test date.

Written examinations: Within one week of the student's last examination in that block.

At the conclusion of the course, teachers will be asked by the Director of Curriculum to review all tasks that were appealed by students during the course. Teachers in consultation with Learning Leaders will arrive at an estimate; ensuring students are not advantaged or disadvantaged in each task. If students wish to appeal the outcome of an Illness/Misadventure Application, further review by the Head of Senior School may be possible. Their decision is final.

Note: A student should never wait for the outcome of an Illness/Misadventure Application to submit their task. If illness or an unexpected situation prevents submission on the due date, the student must submit the task at the earliest possible next date. This protects the student in the case of their application being declined or allowing an extension of fewer days than the student had hoped for.

Malpractice in Assessment Tasks

"Behaving dishonestly to gain unfair advantage in assessments is malpractice" (NESA Rules and Procedures Guide 2020).

Should a student be found guilty of malpractice in a task, then the award of marks for that task will be cancelled and a zero mark will be recorded. Malpractice includes **plagiarising** or **the deliberate submission of another person's work as if it were the student's own**. The onus is on the student to

prove the authenticity of their work by providing a bibliography where appropriate and using standard citation procedures. A student may lodge an appeal against a malpractice award with the Director of Curriculum along with evidence supporting their claim of authenticity. Each student will be held to the criteria outlined in the NESAs program **All My Own Work** – completed by all students in Year 10 as a condition of entry to HSC courses.

The school must report malpractice in NESAs Register of Malpractice in HSC Assessment Tasks. Types of malpractice in HSC Assessment Tasks may include, but are not limited to:

Plagiarism	Unacknowledged assistance
Possession or use of unauthorised notes	Unauthorised access to examination
Use of electronic devices	Unauthorised alteration to task or marks
Submitted late	Making a false claim
Offensive behaviour	Copying from another student
Non-serious attempt	Paying someone to write or prepare an assessment task
Collusion with other students	

Late submission of Assessment Tasks may be malpractice where it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice, such as illness, technical or transport issues or lack of motivation. Penalties may still apply for late submissions even with these reasons.

Where the school applies a penalty for a frivolous or offensive response, the issue should be recorded on the malpractice register.

Handing back of marked Assessment Tasks

When teachers return tasks and go through them with their classes, occasionally errors in the totalling of marks or application of marking criteria are identified. If you believe the total mark on an assessment task contains an error, see your teacher immediately.

Note: Once a task has been taken out of the classroom, NO request for its marks to be reconsidered can be heard. Tasks must remain at school in the teacher’s possession until they are confirmed to be correctly marked.

Rules for the Conduct of examinations

If an assessment task is an Examination, then the following conditions apply:

Students must NOT:

- Speak to any person other than a supervisor during the examination
- Behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- Take into the examination room anything other than the aids specified in the Course Requirements. This includes mobile phones, smart watches or other electronic devices. A list of these aids, if any, will be issued to students before the examination
- Remove examination question papers at the end of the examination.

The following warning is from NESA and will be read at the beginning of each examination that you do.

Suspected breach of examination rules or malpractice warning

“The NSW Educational Standards Authority’s rules state that any student found with notes, paper, unauthorised material or any communication device such as a programmable watch or a mobile telephone in the examination room may have a penalty imposed, such as zero for this examination, or no result for the course.

If you have accidentally brought into the examination room anything with notes on it, paper or other unauthorised material or equipment, please place them in the designated area before this examination starts. There will be no penalty if they are handed in NOW. They will be returned to you when the session has finished.”

- **If a student is found guilty of malpractice in an examination, then the mark for that examination can be recorded as zero and the instance of malpractice will be recorded on NESA Malpractice register.**

There is no excuse for misreading the examination timetable. If you are late for an examination for any reason, a Misadventure form must be completed immediately following the examination. Students who are late may not be given extra time.

Record of Student Achievement (RoSA)

Each student will receive a record of achievement (or RoSA) from NESA at the end of Year 12. This RoSA will contain a list of all of the Year 10 & 11 courses completed with corresponding grades for 10 and 11 as well as Year 12 courses with results. It is important that you complete all of your Year 11 subjects to the best of your abilities so that your RoSA indicates your level of achievement. “N” Determinations attained will be included on the RoSA for Years 10, 11 and 12.

Section 3 – Subject Course Details

School Based Subject Information

The following pages contain information relating to each individual subject. This part of the booklet is separated into faculty sections where detailed information is given for each subject so that you can make an informed choice about which subjects to choose. Subjects requiring a Major Work in Year 12 are indicated with an “**M**”. All courses can be assumed to provide 2 Units of study unless otherwise indicated.

English

In Stage 6, students are required to complete any two units of English; either English Standard or English Advanced in Years 11 and 12. Students electing to complete English Advanced in Year 11 may choose, also, to study English Extension.

English Extension students can continue with HSC English Extension 1 in Year 12. They may also choose to undertake HSC English Extension 2 which requires students to complete a Major Work. English Extension 1 is a prerequisite course for any student who wishes to elect English Extension 2 as a course.

Choosing a Course

Students are advised to discuss their academic progress with their Year 10 English teacher and/or the Learning Leader English to determine which course they are better suited to. It is anticipated that most students will begin Year 11 in the English Advanced course. This will allow students the opportunity to develop their appreciation of more complex texts and to become critical and sophisticated users of English. It also provides greater insight of the demands of an English Advanced student and choice for those students who may desire to change their English course from Advanced to Standard during the Preliminary year. Students may not change from Standard to Advanced level.

Students may change their English course during Years 11 and 12 from English Advanced to Standard at the discretion of the Principal, within the guidelines provided in the NESA Assessment, Certification and Examinations (ACE) manual. See the Director of Curriculum for more details.

The following table provides an overview of the differences between the Standard and Advanced courses in English and is designed to assist our pupils in choosing the most appropriate course of study. The table also provides an outline of the modules and texts that may be studied at both the Year 11 and Year 12 levels. This table is a guide only; all students should discuss their choices with their English teacher.

	English Standard	English Advanced
NESA Rationale: Stage 6 Syllabus:	<ul style="list-style-type: none"> • Designed to help students become confident and effective communicators and increase their expertise in English • Offers a rich language experience that is reflected through reading, writing, speaking, listening, viewing and representing • Will enable students to develop skills that form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education 	<ul style="list-style-type: none"> • Designed to help students become critical thinkers, and articulate and creative communicators • Caters for students who have a particular interest and ability in the subject • Offers challenging learning experiences • Will foster an appreciation of aesthetic values shaped by language and opportunities for enhancing understanding of literary expression

<p>Students at this level typically:</p>	<ul style="list-style-type: none"> • have not read widely on a personal level • enjoy more contemporary and accessible texts • require more assistance with generating and constructing written responses to texts 	<ul style="list-style-type: none"> • read widely and consistently on a personal level • enjoy discussing literature and complex ideas • are able to work more independently to generate and justify their own ideas in relation to the texts they read
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English Standard

In the **English Standard** course, students increase their expertise in English to enhance their personal, educational, social and vocational lives. It provides students who have a diverse range of literacy skills with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

From the Syllabus

This course “provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They further develop skills in literacy and independent, collaborative and reflective learning.”

It is designed as a course to help students become comfortable discussing language forms, features and structures of texts in a range of contexts. It is intended to allow them to respond to and compose texts to extend experience, to access information and assess its reliability, and to synthesise the knowledge gained from a range of sources. The Standard course will help develop students’ functional English through careful scaffolding and teacher direction. It will assist the building of skills in a supportive environment geared towards students who need to find their confidence in English.

To be successful in English Standard, students need to make evident consistent academic application, and demonstrate higher order thinking skills such as critical analysis, evaluation, synthesis and creativity.

Text Requirements

In the Preliminary English Standard Course students are required to:

- Study ONE complex multimodal or digital text in Module A
- Study ONE substantial literary print text in Module B for example prose fiction, drama or a poetry text
- Explore a range of text types drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Support the study of texts with their own wide reading

In the HSC English Standard Course students are required to:

Closely study **THREE** types of prescribed texts, one drawn from each of the following categories:

- Prose fiction OR print nonfiction
- Poetry OR Drama
- Film OR Media

Course Structure

Study in the Year 11 course requires completion of:	Study in the Year 12 course requires completion of:
<ul style="list-style-type: none"> • A Common Module: Reading to Write 	<ul style="list-style-type: none"> • A Common Module: Texts and Human Experiences
<ul style="list-style-type: none"> • Module A: Contemporary Possibilities • Module B: Close Study of Literature 	<ul style="list-style-type: none"> • Module A: Language, Identity and Culture • Module B: Close Study of Literature • Module C: The Craft of Writing, which may be studied concurrently with the common module and/or Modules A and B HSC common content – Area of Study

Year 11 Common Module: Reading to Write – Transition to Senior English

This content is common to the Standard and Advanced Courses. It is a module recognised as a 'Transition to Senior English' and involves the intensive and close reading of quality texts from a variety of modes and media. Students explore, analyse, question, and reflect upon how and why texts convey complex ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers.

Year 11 Standard Modules A and B

The electives require students to explore the ways particular texts, forms, media, contexts or aspects of language shape meaning.

Module A - Contemporary Possibilities: In this module, students engage in a detailed study of one complex multimodal or digital texts for example, film, media or interactive narratives.

Module B - Close Study of Literature: In this module, students study one literary print text, for example, a prose fiction, drama or poetry text.

Year 12 Standard Common Module: Texts and Human Experiences

This is common to the Standard and Advanced courses. Students study one prescribed text and a range of short texts, including texts of their own choosing from a range of modes and media that provide rich opportunities to further explore representations of human experience illuminated in texts.

Year 12 Standard Modules A, B and C

Module A - Language, Identity and Culture: Students study one prescribed text in detail as well as a range of textual material to explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts

Module B - Close Study of Literature: Students study one prescribed text extensively exploring and interpreting the text and the ways the composer portrays people, ideas, settings and situations.

Module C - The Craft of Writing: Students examine two short, prescribed texts as models and stimulus for the development of their own ideas and written expression.

English Advanced

English Advanced is designed for students to continue to explore opportunities that are offered through the challenge of more sophisticated texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language and make meaning and to find enjoyment in literature

In addition to the higher order thinking skills harnessed within the English Standard course, students can apply critical and creative skills in the composition of, and response to, texts in order to develop their academic achievement through understanding the nature and function of complex texts.

From the Syllabus
This course “designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.”

It is designed as a course for the critical and sophisticated user of English who enjoys being challenged and possesses a real love of literature. The Advanced English student will have read from a wide variety of genres from the classic to modern day. It is essential to be prepared to work on refining one’s writing skills to produce lengthy and in-depth responses demonstrative of development of critical thinking and interpretation of the course content. The Advanced student is expected to be an independent learner who engages with complex ideas, articulating these in both writing and speaking, using language in complex and subtle ways to express experiences, ideas and feelings.

Text Requirements

In the Preliminary Advanced Course students are required to:

- Explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- Support their study with their own wide reading

In the HSC English Advanced Course students are required to:

- Closely study **FOUR** prescribed texts, one drawn from each of the following categories:
- Shakespearean drama
- Prose fiction OR print nonfiction
- Poetry OR Drama
- The remaining text may be film, media or digital text or may be selected from one of the categories above.

Course Structure

Study in the Year 11 course requires completion of:	Study in the Year 12 course requires completion of:
<ul style="list-style-type: none"> • A Common Module: Reading to Write 	<ul style="list-style-type: none"> • A Common Module: Texts and Human Experiences
<ul style="list-style-type: none"> • Module A: Narratives that Shape our World • Module B: Critical Study of Literature 	<ul style="list-style-type: none"> • Module A: Textual Conversations • Module B: Critical Study of Literature • Module C: The Craft of Writing, which may be studied concurrently with the common module and/or Modules A and B

Year 11 Common Module: Reading to Write – Transition to Senior English

- This content is common to the Standard and Advanced Courses. It is a module recognised as a ‘Transition to Senior English’ and involves the intensive and close reading of quality texts from a variety of modes and media, fostering thematic, aesthetic, stylistic and/or conceptual engagement in learning to inspire or provoke skilful critique or to imaginative response. Students explore, analyse, question, and reflect upon how and why texts convey complex ideas, relationships, endeavours and scenarios. In their reading and responding, they make deeper connections to identify distinctions between texts to enhance understanding of how knowledge of language patterns, structures and features can be applied to unfamiliar texts.

Year 11 English Advanced Modules A and B

The electives require students to explore the ways particular texts, forms, media, contexts or aspects of language shape meaning.

Module A – Narratives that Shape our World: In this module, students analyse and evaluate one or more print, digital and/or multimodal texts to explore how narratives are shaped by the context and values of composers and responders alike.

Module B – Critical Study of Literature: In this module, students study one text appropriate to their needs and interests. Central to this study is the exploration of how the author’s ideas are expressed in the text through an analysis of its construction, content and language.

Year 12 Advanced Common Module: Texts and Human Experiences

This is common to the Standard and Advanced courses. Students study one prescribed text and a range of short texts, including texts of their own choosing from a range of modes and media that provide rich opportunities to further explore representations of human experience illuminated in texts.

Year 12 Advanced Modules A, B and C

Module A - Textual Conversations: Students identify, interpret, analyse and evaluate the textual features, conventions, contexts, values and purposes of two prescribed texts.

Module B - Critical Study of Literature: Students study one prescribed text. Central to this study is the close analysis of the text’s construction, content and language to develop students’ own rich interpretation of the text, basing their judgements on detailed evidence drawn from their research and reading.

Module C - The Craft of Writing: Students examine two short, prescribed texts as models and stimulus for the development of their own ideas and written expression.

See the NESA English syllabus pages on the NESA website for more information.

English Standard: http://syllabus.nesa.nsw.edu.au/assets/english_standard/english-standard-stage-6-syllabus-2017.pdf

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

English Extension

Preliminary English Extension

HSC English Extension 1

HSC English Extension 2

Each Extension course is one unit of study. *Prerequisites* for undertaking these courses:

- English Advanced course
- Preliminary English Extension Course is a prerequisite for HSC Extension Course 1
- HSC Extension Course 1 is a prerequisite for HSC Extension Course 2

Exclusions: English Standard; English Studies

English Extension is designed for students undertaking English Advanced who choose to study English at a **more intensive level in diverse, but specific, areas**. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

These courses provide students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Through extended engagement, and in investigation and composition, students explore multiple meanings and relative values of texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation.

Students interested in studying English in Year 11 at the Extension level should speak with their teacher and/or the English Learning Leader and must undertake English Advanced.

Year 11 English Extension

The Year 11 **English Extension** course is comprised of two components: Module – Texts, Culture and Value and a Related Research Project.

Module: Texts, Culture and Value

Students explore the ways in which aspects of texts from the past have been appropriated into popular culture. The module develops students' understanding of how and why cultural values are maintained and changed. Students examine a key text from the past and its manifestations in one or more popular cultures.

Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media, including some appropriations of their own choosing. Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in popular culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in sustained composition.

Related Research Project (which may be undertaken concurrently with study of the module *Texts, Culture and Value*)

This project provides the opportunities for students to develop skills in independent investigation, critical and creative thinking. Students undertake independent research into their choice of text and various manifestations of their selected text in other contexts and media, while considering how and whether the values embedded in one text parallel, challenge or offer alternatives to the other. They develop skills in research methodologies suitable to support a range of interpretive, analytical and imaginative projects.

From the Syllabus

This course is for “students who are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways... Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions.”

Year 12 English Extension 1

The Year 12 **English Extension 1** course is comprised of two components: Common Module – Literary Worlds and one elective option. It is designed for students with an interest in literature and a desire to pursue a specialised study of English.

Students explore ideas of value and consider how cultural values and systems of valuation arise. The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Common Module – Literary Worlds

The Common Module provides a valuable foundation for the elective study, whereby students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts, therefore arrive at a heightened understanding of why texts valued in different times and places by different audiences.

Elective 2 – Worlds of Upheaval

In this module, students examine the complexity of individual and collective human experiences by exploring the ways texts reflect their context and social values. Students will investigate texts in which representation and form are used, manipulated and re-crafted to portray diverse ways of thinking. Students are encouraged to re-evaluate their own values and understandings of the world around them and to appraise their understanding of conflicting morals, attitudes and perspectives. Students will experience set texts that are representative of the struggle between the individual and society in monumental and historical moments that have transformative power. Through the vastly differing contexts, texts and the subversive genres and forms, the composers provoke and change, which is a vehicle for students to experiment with the way literature can inspire shifts in societal and individual perspectives.

Students will be provided with significant opportunities to conduct independent investigation of the contextual backgrounds of the texts making personal evaluations and engage subjectively to make critical and informed interpretations of the texts. They will experiment with their own style, form and language features to explore and reflect the relationship between the individual and society in times of upheaval.

Text Requirements

It is a requirement in this course that students the study of at least THREE prescribed texts including at least TWO extended print texts. Students are also required to study at least TWO related texts.

See the NESA English (Extension 1) syllabus on the NESA website for more information.

http://syllabus.nesa.nsw.edu.au/assets/english_extension/english-extension-stage-6-syllabus-2017.pdf

Year 12 English Extension 2 M

The course requires completion of a Major Work proposal (Viva Voce), a Major Work, a Critique of the Creative Process, and Reflection Statement accompanied by a Major Work Journal.

The **English Extension 2** course presents students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways to create a substantial and original Major Work. They pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course provides students with the opportunity to apply and extend research skills developed in the Preliminary English Extension course to their own extensive investigation and develop autonomy and skills as a learner and composer. English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

In Year 12 English Extension 2 students undertake extensive independent investigation involving a range of complex texts, developing a sustained composition and reflection statement, as well as documenting and reflecting on this process.

This course requires **students to work independently to plan and complete a Major Work in the form of an extended composition**. It allows students to select an area of personal interest from their specialised study of English and develop their work in this area to a level of distinction. Students compose the Major Work as an extension of the knowledge, understanding and skills developed in the English Advanced and Extension courses. The Major Work is to be substantial. It may be imaginative, investigative, interpretive, analytical or any combination of these. The chosen form and medium must be appropriate to the nature of the task, the student's interests and abilities and the resources available. **A Reflection Statement on the process of composition and the product is submitted to NESA with the Major Work.**

To provide the basis for the Major Work, students undertake ongoing, systematic and rigorous investigation into their chosen area. This investigation process is **documented in a Major Work Journal** that demonstrates the processes of inquiry, interpretation, analyses and reflects on the knowledge and understanding gained, documenting (as a means of evidencing in detail) the stages of the composition of the Major Work. The Major Work will be assessed internally as a process and externally as a product.

See the NESA English Extension page for further information on the syllabus and Marking Guides for major works: http://syllabus.nesa.nsw.edu.au/assets/english_extension/english-extension-stage-6-syllabus-2017.pdf.

NOTE: If changing the pattern of study to enrol in English Extension 2 at the beginning of Year 12, students *MUST do a minimum of 11 units for the duration of Year 12*.

That is, English Extension 2 cannot be studied by a student who has a total of only 10 HSC units.

Mathematics

At Inaburra, Year 11 students are required to complete any two units of Mathematics: **Numeracy, Mathematics Standard or Mathematics Advanced**. Students electing to complete Mathematics Advanced in Year 11 may also choose to study **Mathematics Extension 1**.

Mathematics Extension students can continue with HSC Mathematics Extension 1 in Year 12. They may also choose to undertake HSC Mathematics Extension 2. The Mathematics Extension 2 Year 12 course assumes that students are concurrently studying the Mathematics Advanced Year 12 course and the Mathematics Extension 1 Year 12 course.

Choosing a Course

Students are advised to discuss their academic progress with their Year 10 Mathematics teacher and/or the Learning Leader Mathematics before making their course selection.

Who should do the **Mathematics Extension 1** course?

- This course is suitable for students who have demonstrated extensive knowledge and understanding of the Stage 5.3 Outcomes in Stream A in Years 9 and 10; who are keen, independent workers with a love of mathematics, and who are able problem solvers having demonstrated perseverance in their mathematical work.
- This course requires a consistent, mature approach to study; and the ability to learn at a fast pace.
- Only those students who have *already* achieved to a very high level in Stream A, from class 10A1 should attempt this level.

Who should do the **Mathematics Advanced** course?

- In order to enter Mathematics Advanced it is expected that students have *already* demonstrated excellence in algebra in their Stage 5.2/5.3 course work in Stream 10A i.e. class 10A1 and some from classes 10A2 and 10A3.
- This course is suitable for students who are keen, independent workers with a love of mathematics.

Who should do the **Mathematics Standard** course?

- Students from any class in Year 10, Stream A or B, who want to follow an interesting and broad area of study in mathematics,
- Students who can work steadily and benefit from a course of mathematics that uses relevant and everyday examples,
- Students who want to study a level of mathematics that is conceptually less difficult than the calculus-based courses,
- Students who do not require, nor desire to study a higher level of mathematics.

Who should do the **Numeracy** course?

- The Numeracy course is ideal for those students who want mathematics units to contribute to their HSC but not to their ATAR.
- The Numeracy course gives students who are not studying Mathematics Advanced or Mathematics Standard an opportunity to continue developing their numeracy skills.
- Entry to the Numeracy course is decided in discussion between students, parents and the Learning Leader Mathematics.

Numeracy

A new Numeracy course has been developed by NESA for students who would benefit from further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This course aims to develop their ability to apply mathematical skills through practical and relevant experiences. It will also support students with the numeracy demands of their other subjects. This course is not externally examined.

Year 11 Mathematics Standard

Mathematics Standard is a **non-calculus-based course** designed to promote the development of skills, knowledge and understanding in areas of mathematics that have direct application to the broad range of human activity.

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics.

TOPIC	SUBTOPICS
Algebra	<ul style="list-style-type: none">• Formulae and Equations• Linear Relationships
Measurement	<ul style="list-style-type: none">• Applications of Measurement• Working with Time
Financial Mathematics	<ul style="list-style-type: none">• Money Matters
Statistical Analysis	<ul style="list-style-type: none">• Data Analysis• Relative Frequency and Probability

In Year 12, students can select from two Mathematics Standard courses:

- Mathematics Standard 2, a Category A course
- Mathematics Standard 1, a less demanding, Category B course – the content of this course is a subset of Mathematics Standard 2
 - If the HSC examination is sat, Mathematics Standard 1 can contribute as a Category B subject to an ATAR.
 - There is an option of not sitting the HSC Examination, in which case, it would not contribute to an ATAR.

Year 12 Mathematics Standard 2

The purpose of Mathematics Standard 2 is to provide an appropriate mathematical background for students who wish to enter **occupations that require the use of practical mathematical and statistical techniques**. The direction taken by the course, in focusing on mathematical skills and techniques that have direct application to everyday activity, contrasts with the more abstract approach taken by the other Stage 6 mathematics courses.

Students who undertake Mathematics Standard 2 will develop:

- an appreciation of the relevance of mathematics,
- the ability to apply mathematical skills and techniques to interpret practical situations,
- the ability to communicate mathematics in written and/or verbal form,
- skills, knowledge and understanding in algebra, measurement, financial mathematics, statistical analysis and networks.

Course Structure:

TOPIC	SUBTOPICS
Algebra	<ul style="list-style-type: none">• Types of Relationships
Measurement	<ul style="list-style-type: none">• Non-right-angled Trigonometry• Rates and Ratios
Financial Mathematics	<ul style="list-style-type: none">• Investments and Loans• Annuities
Statistical Analysis	<ul style="list-style-type: none">• Bivariate Data Analysis• The Normal Distribution
Networks	<ul style="list-style-type: none">• Network Concepts• Critical Path Analysis

Students are advised to check published information regarding specific university courses. The Mathematics Advanced course may be 'assumed knowledge' or 'recommended study'; whereas many tertiary courses recommend 'any 2 units of mathematics', meaning Mathematics Standard 2 is sufficient.

Mathematics Standard 1 (Group B subject)

The study of Mathematics Standard 1 enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.

It provides opportunities for students who found the Mathematics Standard course in Year 11 challenging but still wish to include a study of mathematics in their HSC, to consider various applications of mathematics in a broad range of contemporary contexts using mathematical modelling and to solve problems related to their present and future needs.

- Students who wish this course to contribute to their ATAR sit the optional external examination. Students who do not sit this examination will receive their school-based assessment result with their HSC.
- Additional consideration for students considering Mathematics Standard 1: only 2 units of Category B courses can be included in the ATAR calculation.

This course also provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Course Structure:

TOPIC	SUBTOPICS
Algebra	<ul style="list-style-type: none">• Types of Relationships
Measurement	<ul style="list-style-type: none">• Right-angled Triangles• Rates• Scale Drawings
Financial Mathematics	<ul style="list-style-type: none">• Investment• Depreciation and Loans
Statistical Analysis	<ul style="list-style-type: none">• Further Statistical Analysis

See the NESA Mathematics syllabus on the website below for more information.

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

Mathematics Advanced

Mathematics Advanced is a **calculus-based course** that is more abstract in nature and **significantly more demanding** than the Mathematics Standard 2 course. It is intended to give students an understanding of, and competence in, some further aspects of mathematics that are applicable to the real world.

University of Sydney has implemented a policy of prerequisites as explained in a statement from their website below. Other universities may follow such a pattern.

'A course prerequisite of Mathematics Advanced (Band 4) is indicated for a number of courses in advanced computing, agriculture, commerce, economics, engineering, health, medicine, pharmacy, psychology, science and veterinary science.' (Source <https://courseseeker.edu.au/institutions/the-university-of-sydney>)

Students are advised to research the prerequisites, assumed knowledge or recommended study published by tertiary institutions before selecting their mathematics course. Such information can be found on university websites and at UAC, <https://www.uac.edu.au>.

In this course students will develop higher order thinking skills, and

- an appreciation of the scope, usefulness, beauty and elegance of mathematics
- the ability to reason in a broad range of mathematical contexts
- skills in applying mathematical techniques to the solution of practical problems
- understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions
- the ability to interpret and communicate mathematics in a variety of forms.

The Year 11 Mathematics Advanced course studies:

- Functions
- Trigonometric Functions: measure of angles, functions and identities
- Calculus: introduction to differentiation
- Exponential and Logarithmic Functions
- Statistical Analysis: probability and discrete probability distributions

The Year 12 Mathematics Advanced course studies:

- Functions: graphing techniques
- Trigonometric Functions: graphs
- Calculus: differential, applications of differentiation and integral calculus
- Financial Mathematics: modelling financial situations
- Statistical Analysis: descriptive statistics, bivariate data analysis and random variables

The course has general educational merit and is also useful for concurrent studies in science courses, Engineering Studies and Economics. It is a basis for further studies in mathematics as a discipline at tertiary level and in support of courses such as the life sciences or commerce. Students are advised to check published information regarding specific university courses.

See the NESA Mathematics syllabus on the website below for more information.

<https://syllabus.nesa.nsw.edu.au/mathematics-advanced-stage6/>

Mathematics Extension 1

The content of this course includes the whole of the Mathematics Advanced course and extends it further. The depth of treatment in Extension 1 indicates that it is intended for students who have demonstrated a **mastery of the skills** included in the stage 5.3 level Year 10 Mathematics course and who are interested in the study of further concepts and skills in mathematics. The Mathematics Extension 1 course is intended to give these students a thorough understanding of, and competence in, various aspects of mathematics.

The Year 11 Mathematics Extension 1 course studies the following areas:

- Functions: further work and polynomials
- Trigonometric Functions: inverse and further identities
- Calculus: rates of change
- Combinatorics

The Year 12 Mathematics Extension 1 course studies the following areas:

- Proof by mathematical induction
- Vectors: introduction
- Trigonometric Functions: trigonometric equations
- Calculus: further calculus skills and applications
- Statistical Analysis: the binomial distribution

The Mathematics Extension 1 course has general educational merit and is also useful for concurrent studies of Sciences, Economics and TAS including Engineering Studies. It is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical sciences, computer science or engineering. Students are advised to check published information regarding specific university courses. The Mathematics Extension 1 course may be 'assumed knowledge' or 'recommended study' in some university courses.

See the NESA Mathematics syllabus on the website below for more information.

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

Year 12 HSC Mathematics Extension 2

It is recommended that students of outstanding mathematical ability already completing the Mathematics Extension 1 consider undertaking the Extension 2 course. Students are invited or may seek approval for this at the end of Term 3 of Year 11.

Lessons for Mathematics Extension 2 are usually timetabled outside of normal school hours.

The NESA Syllabus can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-new>

Studies of Religion

Religion is an integral part of human experience and a component of every culture. In Australia today, an appreciation of the multicultural nature of society is limited without an adequate understanding of religion, its influence on human behaviour and its interactions within a culture. Studies of Religion explores the diversity of religious expression and experience and can provide students with the opportunity to increase their awareness, appreciation of and respect for the cultural diversity that exists within our Australian society. The syllabus is based on an understanding of religion as a distinctive answer to the human need for meaning in life. Studies of Religion allows students to critically examine the role religion plays in enabling believers to make sense of human existence and the significance of religious beliefs on individuals and their communities.

Studies of Religion I (1 Unit – Compressed Curriculum)

This is an exciting opportunity available to students who would like to complete an HSC unit during Year 11 and it is particularly fitting for students who intend to study an Extension unit in Year 12. Students complete both the Preliminary and HSC content in 3 terms and will sit their HSC exam for this subject in 2023. This can give students much needed HSC examination experience, free up their timetable in their final year to focus on major works and other core subjects. The syllabus contains material common with the 2 unit course, however, approximately half of the content is covered.

Preliminary (Term 1 & 2)	HSC (Term 3 & 4)
Nature of Religion and Beliefs	Religion and Belief Systems in Australia post-1945
Religious Tradition Study 1 & 2	Religious Tradition Depth Study 1 & 2

See the NESA Studies of Religion syllabus on the website below for more information.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-1>

Note: Studies of Religion 1 is available to students who are taking an Extension subject in English or Mathematics.

Science

Biology

Biology explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It is a fundamental discipline that focuses on personal and public health and sustainability issues and promotes an appreciation for the diversity of life on the Earth and its habitats.

Who should choose to study Biology?

Students who are likely to succeed in Biology will have demonstrated, at least, an overall sound achievement level in their Stage 5 Science course and have acquired at least average development of literacy skills. Studying the HSC Biology course may lead to a broad range of tertiary study and career options in scientific, medical and engineering fields. The course provides the foundational knowledge and skills required to study biology after completing school.

Course Content

The Year 11 and Year 12 courses each comprise four modules.

Year 11

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

Year 12

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

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand the natural environment. Students are provided with opportunities to design and conduct biological investigations both individually and collaboratively. A minimum of 15 hours of in-class time is allocated to **depth studies** in both Year 11 and Year 12. The Biology course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

See the NESA Biology syllabus on the website below for more information.

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

Chemistry

Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. Chemistry students will investigate the physical and chemical properties of substances, chemical reactions and processes, and the interaction of energy and matter, and attempt to explain and predict events at the atomic and molecular level.

Who should choose to study Chemistry?

Students who are likely to succeed in Chemistry will have demonstrated, at least, an overall high achievement level in their Stage 5 Science course and have acquired, at least, an average development of literacy and numeracy skills. This course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in the scientific, medical, industrial, environmental and engineering fields. It also provides a sound base of scientific understanding for living and working in the world today.

Course Content

The Year 11 and Year 12 courses each comprise four modules.

Year 11

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

Year 12

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

Chemistry uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand how chemicals interact. Students are provided with opportunities to design and conduct chemical investigations both individually and collaboratively. A minimum of 15 hours of in-class time is allocated to **depth studies** in both Year 11 and Year 12. The course focuses on the exploration of models, understanding of theories and laws, and the application of technologies in chemical investigations.

See the NESA Chemistry syllabus on the website below for more information.

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

Earth and Environmental Science

Earth and Environmental Science explores environmental issues surrounding the Earth's renewable and non-renewable resources. Students will gain an understanding of these resources and the ability to live sustainably on the planet. Students will undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles.

Who should choose to study Earth and Environmental Science?

Students interested in environmental issues, ecology, environmental planning and managing human impacts should consider this course. The course builds on knowledge and understanding gained in the Science Stage 5 course. It provides the foundational knowledge and skills required to study earth and environmental science after completing school and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

Course Content

The Year 11 and Year 12 courses each comprise four modules.

Year 11

- Module 1: Earth's Resources
- Module 2: Plate Tectonics
- Module 3: Energy Transformations
- Module 4: Human Impacts

Year 12

- Module 5: Earth's Processes
- Module 6: Hazards
- Module 7: Climate Science
- Module 8: Resource Management

Earth and Environmental Science uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand the Earth's features and naturally occurring phenomena and cycles. Communication skills are also essential in forming evidence-based conclusions or arguments.

Students engage with inquiry questions and carry out first-hand and secondary sourced investigations both individually and collaboratively. A minimum of 15 hours of in-class time is allocated to **depth studies** in both Year 11 and Year 12. The course focuses on the processing, analysis and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems.

See the NESA Earth and Environmental Science syllabus on the website below for more information.

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

Investigating Science

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The ongoing study of science and the development of scientific skills, processes and their application, have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood.

Who should choose to study Investigating Science?

Students from a broad range of achievement levels can succeed in Investigating Science. Students may select this course either without other science disciplines or to complement their choice of other Science subjects. Students should be seeking an ongoing engagement with science and emerging science, technology, engineering or mathematics (STEM) activities and industries. They should be willing and able to work independently and collaboratively on scientific investigations. Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape.

Course Content

The Year 11 and Year 12 courses each comprise four modules.

Year 11

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

Year 12

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

The course is firmly focused on developing Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. These skills will be integrated as content and assessment throughout the course and involve questioning and predicting, planning and conducting investigations, processing data and information, analysing data and information, problem solving and communicating.

See the NESA Investigating Science syllabus on the website below for more information.

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

Physics

Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena from the size of nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

Who should choose to study Physics?

Students who are likely to succeed in Physics will have demonstrated, at least, an overall high achievement level in their Stage 5 Science course. **It is highly recommended that Physics students also study Mathematics Advanced or Mathematics Extension courses** as students are required to solve equations based on models, make predictions, and analyse the interconnectedness of physical entities. Students who study Physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables.

Studying the HSC Physics course may lead to a broad range of tertiary study and career options in the scientific, industrial, communication and engineering fields. It also provides a sound base of scientific understanding for living and working in our world today. Physics is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Course Content

The Year 11 and Year 12 courses each comprise four modules.

Year 11

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

Year 12

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

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws. It promotes an understanding of the connectedness of seemingly dissimilar phenomena.

See the NESA Physics syllabus on the website below for more information.

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

Year 12 Science Extension (1 unit) **M**

Year 12 Science Extension focuses on the nature, development and processes of science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Through designing and conducting their own scientific research, initially using small datasets, students deepen and build upon their understanding of the analysis and interpretation of data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research, reflecting the skills used by practising scientists. Students are encouraged to work with practising scientists and engineers as mentors in the development of their research projects.

Who should choose to study Year 12 Science Extension?

The study of Science Extension enables students with a passion for science to explore the development of the scientific process over time, undertake high-level authentic scientific research, communicate findings and propose further research. This course is designed for students with an interest in scientific research. Science Extension lays a foundation for students planning to pursue further study in science, technology, engineering or mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.

Course Content

The course is comprised of four modules:

Year 12

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

Suitable students will be identified and nominated by teachers based on their performance in Year 11 courses. Science Extension commences in Term 4 prior to the completion of the HSC in November.

See the NESA Investigating Science syllabus on the website below for more information.

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

History

Ancient History

The study of history is an inquiry into past experience that helps make the present more intelligible. A study of the past is invaluable, for to be unaware of history is to be ignorant of those forces that have shaped our social and physical worlds. Through the study of ancient history, students learn both about the interaction of societies and the impact of individuals and groups on ancient events and ways of life. Whilst studying Ancient History students will gain an understanding of the possibilities and limitations of comparing the past to the present as well as the present to the past by exposing them to a variety of perspectives on key events and issues. It also gives students opportunities to develop their own perspectives on the origins and influence of ideas, values and behaviours that are still relevant in the modern world.

Ancient History provides students with opportunities to satisfy their fascination and interest in the stories of the past and the mysteries of human behaviour. It allows them to develop and apply the research skills and methodologies of the historian and archaeologist. It equips students to question critically and interpret written and archaeological sources for the evidence they provide about the ancient world.

Ancient History contributes to students' education, introducing them to a wide range of religious beliefs and customs, ideologies and other cultures. This broad knowledge encourages them to develop an appreciation and understanding of different views and makes them aware of how these views contribute to individual and group actions.

The skills, knowledge and understanding that students acquire through studying Ancient History in Years 11 and 12 make it a good introduction to the world of work and informed citizenship. This is because the Ancient History course teaches a critical and intelligent reading of events and documents, as well as the effective and fluent communication of narrative, detail, ideas and judgements.

The Year 11 Preliminary Course

In Year 11 students examine the nature of Ancient History, including the impact of Archaeology and Science and how they are used together in uncovering an understanding of the past. Students complete an independent historical investigation as well as look at case studies such as the Trojan War, Persepolis, Early Human Remains and Roman society and slavery.

The Year 12 Higher School Certificate Course

The core topic for all NSW Ancient History students is the excavation of Pompeii and Herculaneum. They look at societies such as the Spartans, personalities such as Agrippina and historical periods such as the Julio-Claudian era in Rome.

See the NESA Ancient History syllabus on the website below for more information.

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

Modern History

The Stage 6 Modern History course challenges students to consider the great social, technological, economic, political and moral transformations of the nineteenth and twentieth centuries that have made our world what it is. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgments about them. Furthermore, Modern History is especially relevant to the lives of students as the events and issues that form its content are, in many cases, still current.

The study of Modern History also contributes to the development of skills that are of great importance in today's competitive workforce. The fluent communication of thoughts and ideas gleaned from critical analysis of primary and secondary sources is a sought-after skill in today's modern world. The ability to deconstruct texts and narratives, pose intelligent questions, test hypotheses and make critical use of information technologies is essential to living and working in the twenty-first century.

Why study Modern History?

Students who study Modern History can gain a broader understanding of how their present world has emerged, as well as developing their written and evaluation skills. This is an excellent preparation for a range of university courses.

What do I learn in Modern History?

In the Year 11 Preliminary course, students may study topics such as the American Civil War, the Boxer Rebellion, Tibet and China, an Independent Research task and World War One.

In the Year 12 HSC course students may study topics that could include Nazi Germany, USA 1919-1941, China from the Cultural Revolution to Tiananmen Square and Conflict in Europe (World War II)

See the NESA Modern History syllabus on the website below for more information.

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

History Extension (Year 12 only)

History Extension is a one-unit course designed for students who are interested in how history is written. It considers the different ways historians have tried to understand the past and the problems associated with these. It is only available for study in Year 12. Students must have studied Modern or Ancient History in Year 11 and be continuing with one of these subjects in Year 12 to qualify to study History Extension.

The course includes a number of case studies that may be drawn from ancient, medieval and modern history. Students will also have the opportunity to pursue a major research project of their own in an area of their interest.

History Extension is a challenging subject that demands higher order thinking skills. Consequently, in order to succeed, students will need to have demonstrated a high level of ability throughout their Year 11 preliminary course.

See the NESA History Extension syllabus on the website below for more information.

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

Languages Other Than English (LOTE)

Chinese Continuers

Chinese is the language of communication of approximately one quarter of the world's population. It is one of the official languages of the United Nations. Amongst the many spoken varieties of the language, Mandarin/*Putonghua*, or Modern Standard Chinese, is pre-eminent. Chinese is recognised as one of the fastest growing languages in New South Wales and has one of the largest groups of non-English background speakers in Australia.

China has a significant profile in economic, political and cultural developments, both globally and in the Asia-Pacific region. Australia has a strong connection through trade, political and cultural contacts with both the People's Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

The ability to communicate in Chinese contributes significantly to the sociocultural and economic understanding between Australia and Chinese-speaking countries and enables students to gain insights into the contributions that have been made by Chinese-speaking communities to Australian, and indeed to global, society.

The study of Chinese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

The Chinese Continuers Stage 6 course is a two-year course, which has been designed for students who have completed the mandatory course in Years 7 and 8 and an elective course in Years 9 and 10.

The Preliminary Course

The Preliminary Course has themes and associated topics as its organisational focus. Student's skills in, and knowledge of, Chinese will be developed through tasks around a range of texts and text types associated with the themes. Students will gain an insight into the culture and language of Chinese speaking communities.

The HSC Course

The HSC course focuses on three prescribed themes. Students will gain a broader and deeper understanding of Chinese and will extend and refine their skills in the language.

Please note: Students who have attended a Chinese school or who speak Chinese regularly at home may not be eligible for this course. Students wishing to study Chinese Continuers must see the Director of Curriculum to obtain and complete a statutory declaration to prove their eligibility. Permission to study this course will only be granted following a successful application that meets the NESA criteria for eligibility. Eligibility criteria can be found at:

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

For more information on Chinese Continuers visit the NESA website at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/chinese-continuers-syllabus>

Beginners Indonesian

The Indonesian Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Indonesian at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Indonesian language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

Indonesia and Australia are neighbours. The study of Indonesia and its national language, Bahasa Indonesia, is therefore relevant to Australian students. Bahasa Indonesia is spoken throughout the Indonesian archipelago. Indonesia's rich and diverse culture reflects its long history at the commercial and cultural crossroads of South-East Asia. The study of the Indonesian language provides access to an important part of the rich cultural tradition of South-East Asia and provides insights into the art, music, customs, beliefs and ways of thinking of the people of the Indonesian archipelago. The ability to communicate in Indonesian enhances the positive features of Australia's culturally diverse society and helps to reinforce the ideals of mutual respect. It promotes understanding, harmony and cooperation between Australia and Indonesia. Indonesian is an accessible language for school students. It is a non-tonal language with a romanised script and regular phonetic pronunciation. The study of Indonesian provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

The Preliminary Course

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Indonesian and their knowledge and understanding of language and culture.

The HSC Course

In the HSC course students will extend and refine their communication skills in Indonesian in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

For more information on Indonesian Beginners visit the NESA website at:

<https://educationstandards.nsw.edu.au/wps/wcm/connect/2db0c81c-268a-4e65-ac06-91aacababfb0/indonesian-beginners-st6-syl-from2010.pdf?MOD=AJPERES&CVID=>

Human Society and Its Environment (HSIE)

Business Studies

“I had to make my own living and my own opportunity! But I made it! Don’t sit down and wait for the opportunities to come. Get up and make them!”

– C.J. Walker

“Business opportunities are like buses, there’s always another one coming.”

“A business has to be involving, it has to be fun, and it has to exercise your creative instincts.”

– Richard Branson

Business is a feature of everyone’s life. Either we purchase goods and services from a business or we create our own. This course is for students who wish to do further tertiary study in the area of Business, or for those who wish to go out and run their own business after completing the HSC. Whilst there are some mathematical concepts involved, they are of a basic level so that students not studying mathematics in Year 12 can still complete Business Studies successfully.

Students in Business Studies learn about the four main sectors of business:

- operations
- marketing
- human resources
- finance.

Students also study what it is to be an entrepreneur and what the role and skills of management entail. The Year 11 Preliminary course focuses on smaller, local business examples whilst the Year 12 HSC course involves an in-depth study of large companies. Students also investigate business planning and use a range of information to assess and evaluate business performance.

Business Studies has its own language to learn and use in class; a language that is communicated throughout the business world. Business Studies gives students the opportunity to learn this language as well as some of the skills necessary to successfully run a business. Good writing skills are needed in completing assessment work in Business Studies.

Business courses at University remain in high demand and this course helps prepares that path. Business at University is usually a generalist course and thus employers look towards specific skills that help demonstrate a unique set of learning that can be applied specifically in the business environment. To that end it is good to have a set of subjects that help create that niche business talent. Courses that work well with Business Studies includes TAS subjects, anything from an understanding of computers (coding etc.) to practical subjects like Textiles / Timber / Food Tech that do industry studies. CAFS students often find the two work together well as they both explore concepts around management. Other HSIE subjects also make a good combination, for example Geography does 1/3 of the HSC on business / industry, Economics looks at understanding industry as a whole whilst Legal Studies covers the legal aspects of running a business. Subjects of interest to the student can also be combined with Business Studies as well because the course also looks at the practical skills needed to run your own business in a variety of areas.

The Business Studies course has three main topics in Year 11 and four in the HSC year. There are a lot of new concepts and content to learn but the HSC course is built on the learning that occurs in Year 11.

The Preliminary (Year 11) Course:

- The nature of business
- Business management
- Business planning

The HSC (Year 12) Course

- Operations
- Marketing
- Finance
- Human resources

See the NESA Business Studies syllabus on the website below for more information.

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

Economics

“An economist is an expert who will know tomorrow why the things he predicted yesterday didn't happen today.” – Laurence J. Peter

“An economist's guess is liable to be as good as anybody else's.” – Will Rogers

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life. In Economics students must be able to think and argue critically and present a sustained, logical argument to back up their ideas. It gives students a holistic view of Australian and world economies.

Economics poses difficult questions such as:

- What about the poor in the world?
- Should the rich support the poor?
- Does the market truly allocate resources successfully?
- Should the user always pay?

Issues covered include:

- Unemployment (jobs, our wages and income)
- Inflation (prices of goods and services)
- Currency (Why is our dollar so low?)
- External Balance (How much do we owe the world and how much do they owe us?)
- Economic Growth v Environment
- Protection of the economy v free trade

If you are planning to study any business-related course at university - e.g. management, accounting, marketing and finance - then Economics should be strongly considered. Many students who have studied Economics for the HSC have found the course very helpful at University in a business-related course.

If selected as a specialisation at university, Economics can lead to careers in:

- share, finance or commodities markets
- business
- economic forecasting
- banking
- insurance
- tourism
- resource management
- property development and management
- government
- town planning
- foreign affairs or economic policy development.

Economics is the “why” things are occurring in the economy. Business Studies looks at the business itself, whilst Economics analyses broader industries and look at policy improvements that can change whole sectors. It is a subject that encourages lateral thinking and good argument development. It is not about producing a single answer response but arguing why the policy mix you propose will work better than others.

Writing skills are important in Economics and students will be required to complete extended responses about a topic or concept. Therefore, students who can succinctly argue a point in such responses can perform well in Economics. This course also involves developing calculation and graphical interpretation skills. Students with a good grasp of mathematical concepts can also perform well in Economics.

The Preliminary Course

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

The HSC Course

- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies and Management

See the NESA Economics syllabus on the website below for more information.

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

Geography

Geography is an exciting course that relates to many of the new careers that are opening up across the world, and some of the most popular courses students choose to do post High School. Geography takes you to the world and discovers how you can play a part in its future on a local, and global, scale.

The course is split into natural and human geography, with the natural aspect looking at ecosystems, the threats posed to them, and how they are under threat. The human elements look at global challenges that face the world's population as well as focusing on an industry and how it relates to the environment. The Year 12 course also covers urban dynamics from local developments through to the networking of global cities. Students look at the reliance of small towns on larger ones as well as discovering how urban areas change over time and the subsequent need for planning future developments with regards to these changes.

Key industries that utilise Geography skills include town planning, landscape and horticulture, construction development, the defence forces, transport, marketing, environmental science, mining, food production, biosecurity, alternate energy, and environmental sustainability roles. (see table further below for more information.)

Geography has the advantage of already knowing 1/3 of the HSC work before you start as the skills have been developed in Years 7 – 10 for the course. There is also the fieldwork element of the course which means that you are not limited to the four walls of the classroom but get to go out on field trips, including overnight ones, to investigate natural environments (such as rainforests) as well as industries (such as banana plantations) and urban developments. Note that the nature of the area of study for the **compulsory** fieldwork trips are beyond the Sydney basin and as such whilst some of the cost is borne by the school, parents make a **significant contribution** to the cost of this trip beyond school fees. Previous excursions have included multiple night trips to Cairns and Coffs Harbour.

In Year 11 students complete a Senior Geography Project in an area of local interest to them, where they learn about the research process, skills that can be used throughout their courses for the HSC and beyond High School.

The Preliminary Course

Biophysical Interactions

An investigation of biophysical processes and how these processes contribute to sustainable management.

Global Challenges

An investigation of the social, cultural, political, economic and environmental challenges which are occurring at the global scale.

Senior Geography Project

The nature of geographical inquiry and its application to a practical research project.

The HSC Course

Ecosystems at Risk

A geographical investigation of the functioning of ecosystems at risk, their management and protection.

Urban Places

A geographical investigation of world cities, mega cities and the urban dynamics of large cities and urban localities

People and Economic Activity

A geographical investigation of economic activity integrating the local and global context.

Studying Geography in Years 11 and 12 helps students develop the ability to recognise and understand environmental change and the interactions which take place in our world. This helps them to become engaged and aware global citizens, attributes that can increase their employability and the kind of attributes Universities look for in applications for early entry. Some examples of possible areas of study, post-secondary school, are found in the table below:

Science/ Engineering	Remote sensing Surveying Meteorology Engineering Agricultural science Forest science	Geology Hydrology Vulcanology Seismology Oceanography
Humanities	Law Administration Government services Teaching Politics Diplomatic service Journalism Tourism Education Hospitality	Population planning Social work Social planning Emergency services Physical geography Meteorology Travel Defence Forces
Commerce	Advertising Business administration Ecotourism Market research Public relations Retailing	Transport Manufacturing Planning Office management Real estate Mining
Environment	Forestry Conservationist Agriculture Policy analyst	Recreation management Wildlife management Environment monitoring Environment assessment
Planning/ Design	Urban planner Town planner Social planner Architecture Landscape architecture Land development	Cartography Surveying Transport planning Electoral planning Land-use planning Construction Management
Mathematics/ Computing	Surveying Geographical Information Systems Remote sensing Cartography	

Geography works well with a range of subjects to make your collection of subjects more collaborative. For example, it works well with Science subjects such as Biology, and Earth and Environment, other HSIE subjects such as Business Studies and Economics and TAS and TVET subjects, such as Computer and D&T / Timber courses to list a few examples.

See the NESA Geography syllabus on the website below for more information.

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

Legal Studies

“There is a lot of loose talk in Australia about democracy, the rule of law and basic rights. Yet unless we educate future citizens concerning the broad outline of our laws, they may grow up feeling that law is alien to their experience. I want them to grow up insisting that the law must be just and modern and accepting the citizen’s responsibility to ensure that this is so.”

Michael Kirby AC CMG

Former Justice of the High Court of Australia

Our society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students of Legal Studies will develop an understanding of legal concepts and the way the law functions in our society. The syllabus focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts.

Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. The Legal Studies course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.

Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. The course will assist in the development of students’ knowledge of their basic legal rights and responsibilities in a broad selection of contexts which appeal to their interests.

This course also helps students gain the skills of critical analysis, independent research, collaboration, and effective communication. Legal Studies provides a context for the development of higher order thinking skills necessary for further education, work and everyday life, and a range of other employability skills. This course is not just about becoming a lawyer, but opens up possible careers in criminology, cyber security, human resources, social work, and government amongst many other possibilities.

The Preliminary Course

Part I: The legal system

Part II: The individual and the law

Part III: Law in practice

The HSC Course

Part I: Crime

Part II: Human rights

Part III: Option (choose 2)

Consumers*

Family

Shelter

World order

Global environmental protection

Indigenous peoples

Workplace*

(*Options HSC students in 2022 undertook at Inaburra School.)

See the NESA Legal Studies syllabus on the website below for more information:

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

Personal Development, Health and Physical Education

The aim of Stage 6 PDHPE is to develop in each student a capacity to think critically about issues related to health and physical activity in order to make informed decisions that support and contribute to healthy and active lifestyles.

PDHPE includes a detailed study of movement and physical activity. The emphasis is on understanding how the body moves. Scientific aspects to be studied include anatomy, physiology, bio-mechanics and skill acquisition.

This syllabus also focuses on a social view of health where the principles of diversity, social justice and supportive environments are fundamental aspects of health. The examination of individual, family and community values and beliefs, as well as the sociocultural and physical environments in which we live, provides an explanation for health status and sustainable solutions for better health.

PDHPE has been designed for all students in Years 11 and 12 who have an interest in these areas. The PDHPE syllabus builds upon the experience of students in Years 9 and 10, including those who studied PASS as an elective, by introducing students to more detailed study and higher order skills. Students should be aware, however, that unlike K-10 PDHPE, there are minimal practical lessons in Stage 6 PDHPE. Students will have the opportunity to apply some skills studied in a practical context, however the majority of lessons will not involve practical application.

The Preliminary Course

Core Strands (60% total)

- Better Health for Individuals (30%)
- The Body in Motion (30%)

Options (40% total)

- First Aid (20%)
- Fitness Choices (20%)

The HSC Course

Core Strands (60% total)

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

Options (40% total)

Two out of the three options below will be chosen.

- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)

For more information on PDHPE visit the NESA website at:

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

Stage and Screen

Dance **M**

Dance is designed for students who have completed the Dance 7–10 Syllabus, for those with previous dance experience and for those who are studying dance for the first time. It caters for a broad range of students from varying social and cultural backgrounds. The subject acknowledges the cultural diversity within the Australian community and offers students opportunities to reflect on their own and others' life experiences as part of the course content.

In the Year 11 Preliminary Course, students study dance as an art form with core studies in the interrelated components of Performance, Composition and Appreciation. The knowledge that students gain in Year 11 provides the fundamentals of dance as an art form and is implicit in the content for Year 12.

The Stage 6 Dance course is made up of the following components and weightings:

The Preliminary Course		The HSC Course	
Core Performance	40%	Core Performance	20%
Core Composition	30%	Core Composition	20%
Core Appreciation	30%	Core Appreciation	20%
		Major Study	40%

It is acknowledged that students may enter the Year 11 Preliminary Course with a wide range of prior experiences. In order to accommodate the range of students in a single course, a higher percentage of weighting and time has been allocated to the performance component in the Preliminary course to provide for the necessary physical training and the understanding of how this training occurs.

In the Year 12 HSC Course, students continue their study of dance as an art form. Study of the three components - Performance, Composition and Appreciation - is also continued. Students also undertake an in-depth study of dance in one of four major components:

- Performance
- Composition
- Appreciation
- Dance and Technology.

The three core study components are each allocated 20%, and the major study is allocated 40%.

The final examination includes a performance that is assessed by external markers from NESAs.

For more information on Dance visit the NESAs website at:

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

Drama M

Drama students learn to make, perform and appreciate their own drama as well as that of others. In making and performing, students develop their knowledge, understanding and skills about contexts and forms.

The contexts studied are:

- Situation
- Role
- Elements of Drama
- Performance
- Elements of Theatre

The forms studied are:

- Improvisation
- Narrative Forms
- Movement and Mime
- Scripted Drama

The contemporary drama and theatre practices of making, performing and appreciating drama that are contained in the 7–10 syllabus as an elective course are extended in years 11 and 12. These theatre practices are active, experiential, critical and reflective. Improvisation, play-building and experience of dramatic presentations are considered to be the basis for, and are integral to, other content areas of study.

Students studying Drama for the HSC bring a variety of prior learning experiences with them. There is no prerequisite to studying Drama in Year 11 and not all students will have studied the Years 9 and 10 course. There is, however, a developmental progression from the Year 9 and 10 Drama syllabus to the current Year 11 Drama syllabus and the outcomes of the Year 11 and 12 courses represent a higher level of achievement.

The Preliminary Course

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

The components in the Preliminary course are interrelated and are taught in an integrated, primarily practical program of study.

The HSC Course

- Australian Drama and Theatre Practice
- Studies in Drama and Theatre
- Group Performance
- An Individual Project chosen from:
 - Critical Analysis
 - Design
 - Performance
 - Script Writing
 - Video

The final examination includes a group performance that is assessed by external markers from NESA as well as an individual component.

For more information on Drama visit the NESA website at:

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

Industrial Technology (Multimedia Technologies) **M**

Inaburra School has a strong tradition in multimedia. This course builds on the skills and principles taught within the Year 9-10 Photography and Digital Media course. Dedicated Year 11 students who have not previously studied this subject could still undertake Industrial Technology for the Preliminary course.

Multimedia Technologies is one of the many different streams of the Industrial Technology course. The focus of the course is to gain an understanding of the multimedia industry and the technologies utilised. This will enable students to develop their skills in filmmaking, as well as visual effects, animation, game development and web design.

The major project that students will complete in Year 12 will be a multimedia project that will be marked by external examiners. A significant part of this process will be the documentation that will be created before, during and after the completion of the project. There is also an examination for this course in the HSC examination period that focusses on the industry of interactive multimedia and the technologies associated with this to create products.

The Preliminary Course

- Industry Study (15%)
This will involve the investigation of businesses and/or production companies that create multimedia content. Possible examples of this could be animation or film studios such as Animal Logic, Pixar or Warner Bros.
- Design (10%)
Students will learn how to prepare for and document multimedia projects.
- Management and Communication (20%)
This unit focuses on the roles within the multimedia industry and how each works together to form an effective team.
- Production (40%)
A large majority of the time in this course is dedicated to students making products. Students will be expected to put into practice the skills they have learnt in other sections of the course.
- Industry Related Manufacturing Technology (15%)
Students will learn how to use technology to develop multimedia products. This will include professional cameras, green screen, lighting and sound equipment as well as software including Adobe Premiere Pro and Adobe After Effects.

The HSC Course

- Industry Study (15%)
- Production (60%)
- Industry Related Manufacturing Technology (25%)

For more information on Industrial Technology (Multimedia) visit the NESA website at:

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

PLEASE NOTE: Industrial Technology Multimedia cannot be done in conjunction with Industrial Technology Timber. They are effectively the same course with a different focus.

Music

Year 11 Preliminary and Year 12 HSC Music can be separated into three distinct courses. Music 1, Music 2 and Music Extension.

All students who elect to study Music for their HSC will be required to participate in the ensemble which specialises in their instrument (Core Ensemble) as well as Senior A Capella Choir, which is built in to their class time.

Music 1 **M**

Music 1 builds on the Year 9 and 10 elective study courses. It caters for students who have diverse musical backgrounds and musical interests. It is expected students have well developed music performance and literacy skills. Students in Music 1 range from those with intermediate instrumental and/or vocal skills to those with highly developed performance skills in a variety of musical styles. Music 1 assumes some prior knowledge of musical notation as taught in the elective course in Years 9 and 10. It recognises that students who have had no further involvement in Music beyond their introduction in the Mandatory course will need to revisit elementary musical skills and understanding.

In Music 1, 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.

Concepts of Music

The content of the syllabus is set out according to the musical concepts of:

- Duration
- Tone colour
- Texture
- Pitch
- Structure
- Dynamics and expressive techniques

Learning Experiences

The learning experiences through which students understand music are:

- Performance
- Musicology
- Composition
- Aural

Students develop musically through the integration of these learning experiences. Such integration may include:

- Playing
- Organising
- Observing
- Singing
- Listening
- Analysing
- Moving
- Creating
- Discriminating
- Improving
- Recording
- Evaluating
- Discussing
- Experimenting
- Manipulating
- Innovating
- Responding
- Discussing

Students studying Music 1 in the HSC can specialise in Performance, Composition or Musicology. Students choose 3 electives of any combination during the Year 12 HSC year. The final examination includes a performance assessed by external markers from NESAs.

For more information on Music 1 visit the NESAs website at:

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

Music 2 **M**

Music 2 builds on the Years 7-10 Mandatory and Additional Study courses and focuses on the study of Western art music. It assumes students have a formal background in music, have developed music literacy skills and have some knowledge and understanding of musical styles.

In Music 2, 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. Students learn about the compositional techniques used within these different periods.

Concepts of Music

The content of the syllabus is set out according to the musical concepts of:

- Duration
- Tone colour
- Texture
- Pitch
- Structure
- Dynamics and expressive techniques

Revisiting these concepts, at increasing levels of difficulty, leads to the ability to synthesise musical ideas and understanding, and to evaluate music critically.

Learning Experiences

The learning experiences are performance, composition, musicology and aural.

Students develop skills through the integration of these learning experiences. These experiences will continue to involve:

- Playing
- Discussing
- Organising
- Singing
- Responding
- Creating
- Moving
- Memorising
- Innovating
- Improvising
- Discriminating
- Notating
- Experimenting
- Evaluating
- Listening
- Observing
- Analysing

Students studying Music 2 in the HSC are able to specialise in Performance, Composition or Musicology. Students must present ONE elective beyond the core components of the course. The final examination includes a performance that is assessed by external markers from NESA.

Music Extension (Year 12) **M**

Students who study Music 2 for the Preliminary and HSC course may also study Music Extension in their HSC year. Music Extension allows musically talented students to develop and expand their skills in Performance, Composition or Musicology. Each student will follow an individual program of study which will be negotiated between the student and teacher.

The Extension course builds on Music 2 and assumes a high level of music literacy, advanced performance skills, composition skills or musicology skills. The major worked is marked externally for this course by NESA.

For more information on Music 2 and Music Extension visit the NESA website at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-2-syllabus>

Technological and Applied Studies (TAS)

Community and Family Studies

Community and Family Studies is a 2-unit course which provides foundational knowledge and skills linked to many tertiary courses both at university and TAFE. Past students have moved into such vocations as nursing, medicine, law, social work and welfare, education as well as the police force.

Areas studied in Years 11 and 12 include:

The Preliminary Course

Resource Management (20%)

- Basic concepts in resource management

Individuals and Groups (40%)

- The role of the individual as well as relationships and tasks within and between groups.

Families and Communities (40%)

- Family structures and functions. The interaction between the family and the community.

The HSC Course

Research Methodology (25%)

- Research methodology and skills culminating in the production of an Independent Research Project

Groups in Context (25%)

- The characteristics and needs of specific community groups

Parenting and Caring (25%)

- Issues facing individuals and groups who adopt roles of parenting and caring.

Social Impact of Technology (25%)

- The impact of evolving technologies on individuals and lifestyle.

This course provides opportunities for students to explore and form positive attitudes about themselves and others; to develop an understanding of their relationships within their families and other groups; to learn to work cooperatively and to appreciate the importance of communication. Successful students are interested in the way individuals relate to each other, how families cope with change and the changing nature of work and technology in our society. It is helpful if you can write in such a way as to sustain an argument; however, writing specifically for Community and Family Studies is taught throughout the course.

For more information on Community and Family Studies visit the NESA website at:

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

Design and Technology **M**

Design and Technology is a course that explores design in our world and the use of various technologies to produce meaningful work that has an impact on our lives. Students explore the positive contributions of designers on individuals, society and the environment and also look at the potential negative impact that humans in design and production can have on these realms and how we can make choices to minimise these. There is a focus on sustainable use of materials, technology and techniques and students take and use this knowledge and understanding and apply it to their own unique design problems.

The Preliminary Course will involve a minimum of two design projects. Each project will place emphasis on the development of different skills and knowledge in designing and producing. Students must participate in hands-on, practical activities to achieve the outcomes of this course. In the past, projects have included a lamp, chairs, leather wallets, hand tools and designing and making furniture from materials found in a pallet. The choice of project negotiated between the class teacher and the students. Students are taught to use various specialised technologies such as the laser cutter, 3-D printer, CNC router and others that their design work may require.

Design projects involve the design, production and evaluation of a product, system or environment and include evidence of design processes recorded in a design folio. Students communicate all their design work, project management and ideas using a range of media.

The HSC Course has the majority of course time given over to the development and realisation of the Major Design Project and folio. A case study of an innovation is also completed throughout the HSC year along with other teaching and learning activities. The comprehensive study of design, and the processes of designing and producing that were studied in the Preliminary Course, are reviewed, built upon and applied to new situations.

The Major Design Project involves students identifying a real world need or market opportunity and developing a solution to this. Students can work in any design discipline, and they are to take ownership of their project from the conception of the idea to project management, research, development of design ideas, experimentation, project development, testing and evaluation. Students can choose almost anything to design and as they launch into the process they get to work with their skills (or develop new ones), gifts, areas of interest and passions.

The Preliminary Course

- Design Projects 1 and 2. Projects have included lamps, desk organisers, hand tools, furniture from recycled pallets, leather wallets and phone cases.
- Case study of a designer (student choice).

The HSC Course

- Innovation and Emerging Technologies.
- Designing and producing through the development of the Major Design Project. This project differs according to the choices of individual students based on their identified need or problem.

The major work is assessed by external markers from NESA.

For more information on Design and Technology visit the NESA website at:

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

Engineering Studies

The Engineering Studies course is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, and engagement with information technology, self-directed learning, communication, management and skills in working as part of a team.

Successful Engineering Studies students enjoy learning how industrial products and systems work and how to generate solutions to a wide variety of engineering problems.

The Engineering Studies course comprises a series of focus areas which in turn provide a context for understanding various engineering principles.

The Preliminary Course

- Engineering Fundamentals
- Engineered Products
- Braking Systems
- Biomedical Engineering

The HSC Course

- Civil Structures
- Personal and Public Transport
- Aeronautical Engineering
- Telecommunications Engineering

Structuring the course with these distinct modules allows students to examine a diverse range of engineered products such as lawn mowers, motor vehicles, communication devices, aircraft, bridges and biomedical. Students are also exposed to the different forms of practice which underpin the various strands of professional engineering.

Engineering continues to evolve into a fascinating discipline offering significant opportunities for both young women and men to work with traditional and developing technologies. Engineering Studies provides a good foundation for many forms of technical careers and equips students with the skills to make informed choices within the wide field of engineering.

Students are advised that they should consider taking Mathematics or Mathematics Extension, as well as Physics, in order to better grasp the concepts in the Engineering Studies course. Failure to take up such subjects may limit the ability of a student to understand fully what is required in the Engineering Studies course.

For more information on Engineering Studies visit the NESA website at:

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

Food Technology

Food Technology is a 2 Unit HSC Course which provides foundational knowledge and skills linked to many tertiary courses at both university and TAFE. It is an applied science that enables students to experiment with foods and develop food products to meet different needs. Students may begin their studies in Year 11 **without** a previous background in Years 9 and 10 Food Technology.

This subject has a practical component with no major works. Instead, it has a series of small projects focussing on food products that meet different needs. The students will take part in field studies in different sectors of the food industry. Year 11 investigates the factors affecting our food selection and involves experimental work investigating the functional properties of foods. Year 12 involves visiting an orchard to experience food processing and its manufacture. The course further focuses on nutrition and food product development and marketing. These areas of study link well with other HSC Courses such as Business Studies, PDHPE, Biology, Chemistry and Legal Studies.

The Preliminary Course

Food Availability and Selection (30%)

- Influences on food availability
- Factors affecting food selection

Food Quality (40%)

- Safe storage of food
- Safe preparation and presentation of food
- Sensory characteristics of food
- Functional properties of food

Nutrition (30%)

- Food nutrients
- Diets for optimum nutrition

The HSC Course

The Australian Food Industry (AFI) (25%)

- Sectors and Aspects of the AFI
- Policy and legislation

Food Manufacture (25%)

- Production and processing of food
- Preservation
- Packaging, storage and distribution

Food Product Development (25%)

- Impacts on food product development
- Reasons for and types of food product development
- Steps in Food Product Development
- Marketing plans

Contemporary Nutrition Issues (25%)

- Diet and health in Australia
- Influences on nutritional status

Many past students have been very successful in the HSC. The course is interactive and focussed on changing trends in the food industry today, while providing many opportunities for future vocations. Examples of such vocations include hospitality, event management, industry food technology, dietetics and nutrition, sports science studies, psychology, food marketing, education and nursing. Furthermore, students can apply practical skills to their own life experiences, maintaining good health and wellbeing along with being able to make wise and informed food choices on a daily basis.

Food Technology students are committed to developing their analytical skills when approaching food related tasks. They can manage projects with multiple components and value the process of receiving feedback on their work. They are interested in the food industry, its impact on society and the products that are developed to meet a variety of needs.

For more information on Food Technology visit the NESA website at:

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

Industrial Technology (Timber) M

This course builds on the skills and principles taught within the Stage 5 (Year 9 - 10) Industrial Technology (Timber) course. Dedicated Year 11 students who have not previously studied this subject could still undertake Industrial Technology for the Preliminary Course.

The major project that students will complete in this course will be a timber-based project that will be marked by external examiners. A significant part of this process will be the documentation that will be created before, during and after the completion of the project. There is also an examination for this course in the HSC examination period that focuses on the timber products and furniture technologies used to create products.

The Preliminary Course

- Industry Study (15%): This will involve the investigation of an organisation within the timber industry.
- Design (10%): Students will learn how to design and plan projects and how to document their process.
- Management and Communication (20%); This unit focuses on the roles within the timber and furniture industry and how they work together as an effective team.
- Production (40%): This is the time students will create their projects. A large majority of the time in this course is dedicated to students actually making products. Students will be expected to put into practice the skills they have learnt in the other sections of the course.
- Industry Related Manufacturing Technology (15%): Students will learn how to use the technology required to be creators of timber products. This will include, but is not limited to, the laser cutter, hand and power tools and CNC Router.

The HSC Course

- Industry Study (15%): Building on the student's exploration into an organisation within the timber industry in the Preliminary Course, students will go deeper into the management and operations of a company in the timber industry looking at the structure, WHS issues, career opportunities, sales and marketing, along with technical, environmental, sociological factors and personnel issues.
- Major project (60%): The majority of time will involve the design, management, communication and production of a major timber project. All work is documented in a detailed and significant project folio.
- Industry Related Manufacturing Technology (25%): Students will learn about, use and apply a wide range of materials, processes, tools, equipment, machinery and technologies related to the timber industry. New and emerging technologies that benefit the timber industry will be explored and students will be required to recall part of this knowledge in the HSC examination.

NOTE: Materials for the major project are at the student's expense.

For more information on Industrial Technology (Multimedia) visit the NESA website at:

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

PLEASE NOTE: Industrial Technology Timber cannot be done in conjunction with Industrial Technology Multimedia. They are effectively the same course with a different focus.

Software Design and Development

“Everyone should learn how to code, it teaches you how to think” Steve Jobs.

Those that understand the computer industry are some of the most highly sought after employees on the job market today. From Google to the Commonwealth Bank to Major Marketing Agencies, the ability to code can give you a competitive advantage in the job market. Cyber security is one sector that has exploded with the increased use of technology and the connectedness of the human race. The Federal government is constantly seeking people to aid in the cyber defence of Australia.

Post school destinations include universities, traineeships, and TAFE training depending on where you want to go. The type of work that is available is as varied as drone development through to gaming and beyond.

In Software Design and Development students learn to apply a systematic approach to creative problem solving. Students are given time to research and code independently for their projects during class time. They also learn team and communication skills. This is a practical subject with a major focus on coding and creating projects that culminate in a major project in Year 12. This project is driven by your own creativity and ideas and can explore an area of interest in the field.

There is no prerequisite study for the Preliminary Course. The subject provides students with a systematic approach to problem solving with an opportunity to be creative in their larger programming tasks. Subjects that work well with SDD include Industrial Technology, Business Studies, Geography, Mathematics, Science and other TAS subjects. So SDD works well in a collection of subjects that can create for you a competitive advantage in the employment market where you can match your areas of interest with soft skills required by industry today, and most importantly in the future.

The Preliminary Course looks in detail at the Software Development Cycle. The HSC Course focuses on the Development and Impact of Software Solutions and the practical elements of developing a software product amongst other areas of study.

Python is our preferred choice of coding software. This is freely available to students, and they will be required to install it on their personal devices in order to practice the language syntax and to complete practical tasks.

For more information on Software Design and Development visit the NESA website at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/software-design-development>

Textiles and Design M

Textiles play an important role in society. Textiles provide comfort and protection, reflect cultural influences, fashion trends, emerging technologies and perform a range of necessary functions in most industries. Textiles and Design reflects these important functions and allows students to explore their creativity and develop projects to completion. Students engage in the practical and theory components of this course whilst learning how to work independently. Students may begin their studies in Year 11 *without* a previous background in Years 9 and 10 Textile Technology.

The Year 11 Preliminary Course will involve two design projects that develop skills and knowledge as a foundation for the HSC Course. Each project will place emphasis on the development of different designing and practical skills and knowledge. The textiles projects will be chosen from the areas of – apparel, non-apparel, costumes, furnishings and textiles arts.

The Preliminary Course

<p>Design (40%)</p> <ul style="list-style-type: none"> • Elements and principles of design • Types of design • Communication techniques • Manufacturing methods • Preliminary Textile Project 1 focusses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and the project, and management of time and resources 	<p>Properties and Performance of Textiles (50%)</p> <ul style="list-style-type: none"> • Fabric, yarn and fibre structure • Types, classification and identification of fabrics, yarns and fibres • Fabric, yarn and fibre properties • Preliminary Textiles Project 2 focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information 	<p>Australian Textile, Clothing, Footwear and Allied Industries (10%)</p> <ul style="list-style-type: none"> • Industry overview - past, present, future • Quality and value of textiles
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The HSC Course includes the development and realisation of the Major Textiles Project, which is chosen from one of the areas - apparel, non-apparel, costumes, furnishings and textiles arts. The associated theory below will be studied and applied to the Major Project.

The HSC Course

<p>Design (20%)</p> <ul style="list-style-type: none"> • Historical design development • Fabric colouration and decoration • Influence of culture on design • Contemporary designers 	<p>Properties and Performance of Textiles (20%)</p> <ul style="list-style-type: none"> • End-use applications • Innovations and emerging textile technologies 	<p>Australian Textiles, Clothing, Footwear and Allied Industries (10%)</p> <ul style="list-style-type: none"> • Appropriate textile technology and environmental sustainability
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		<ul style="list-style-type: none">• Current issues that affect the textile industry• Marketplace
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Major Textiles Project (50%)

- Students select one focus area through which they develop a project, which includes supporting documentation and textile item/s.
- Students will demonstrate the development of manipulative, graphical, communication, research, decision-making, management and manufacturing skills.
- The major project is assessed by external markers from NESA.

For more information on Textiles and Design visit the NESA website at:

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

Visual Arts **M**

Visual Arts aims to develop knowledge, skills and an understanding of how students may represent their interpretations of the world in art making as an informed point of view. There are a number of expressive forms that art can take, including Documented Forms, Collection of Works, Drawing, Painting, Photomedia, Printmaking, Textiles and Fibre, Graphic Design, Designed Objects, Sculpture, Ceramics, and Time-based Forms.

The Year 11 Preliminary Course requires students to make and appreciate art. In their artmaking practice, students develop knowledge, understanding and skills about the purposes, forms, subject matter and the materials that can be used to create artworks. In appreciating art, students engage in art history and art criticism to investigate how artists, craftspeople and designers represent ideas about the world in their artworks and how audiences might respond. Students are provided with a wide and varied opportunity to engage in, appreciate and develop an understanding of how art has conceptual meaning and can be valued.

The Year 12 HSC Visual Arts course includes a flexible content structure consisting of practice (art making, art criticism and art history), the conceptual framework (artist, artwork, world, audience) and the frames (subjective, cultural, structural and postmodern). These aspects of content are engaged more broadly and deeply as students develop increasing autonomy in their practical and theoretical understanding, knowledge and skills. Students are provided with the opportunity to establish and develop a deeper understanding of the content – subject matter, forms and frames – of Visual Arts through experiences in each of the practices of art making, critical study and historical study. It focuses on building students' art making by exploring and experimenting in a variety of the expressive forms which ultimately provides the necessary foundation for the development of student art making practice. Students will complete a body of work that demonstrates strength in both material and conceptual practice and it will be marked by an external team of markers from NESA.

The Preliminary Course

A focus on the concepts that need to be known in the visual arts through:

- The content of artist practice, conceptual framework, frames
- Making artworks
- Use of a visual arts process diary
- Broad investigation of ideas in art criticism and art history

The HSC Course

A focus on more interpretative investigations through:

- The content of artist practice, conceptual framework, frames
- The development of a body of work for final submission in term 3
- Use of a visual arts process diary
- Investigation of content through case studies in art criticism and art history (writing about artworks through the conceptual framework, artist practice and the frames)

In both the Preliminary and HSC Courses, the **Body of Work** makes up **50%** of the course mark. The other **50%** is made up of the **theory component**.

For more information on Visual Arts visit the NESA website at:

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

Student's Record: Subject Selections Year 11 2023

To access the Subject Selection Video page go to: <https://www.inaburra.nsw.edu.au/year-11-subject-selection/>. To be completed after reading this booklet. Actual subject selections will be done online.

Student's Name:

Step 1:

English Line: 2 units mandatory study is required. Please tick one (1) of the two boxes below left AND English Extension if you wish to study it in addition to English Advanced.

English Standard

English Advanced

English Extension 1

Step 2:

Mathematics Line: Please tick one (1) of the two boxes below left AND Mathematics Extension if you wish to study it in addition to Mathematics Advanced.

Mathematics Standard

Mathematics Advanced

Mathematics Extension 1

Numeracy

Step 3:

Other Subjects: You must indicate your preferences for at least **seven (7)** other subjects, using the numbers **1 to 7** in priority order. **Note:** All attempts will be made to allocate you to your top 4 choices, **but there are no guarantees. There are also no guarantees that all these subjects will run.**

Ancient History		Industrial Technology Multimedia	
Modern History		Business Studies	
Chinese Continuers		Economics	
Indonesian Beginners		Geography	
Biology		Legal Studies	
Chemistry		Community and Family Studies	
Earth & Environmental Science		Design and Technology	
Investigating Science		Engineering Studies	
Physics		Food Technology	
Music 1		Industrial Technology Timber	
Music 2		Software Design and Development	
PD/Health/PE		Textiles and Design	
Dance		Visual Arts	
Drama		Studies of Religion I (Accelerated)	
I am interested in a TVET/TAFE course. Course name:			
I am considering leaving Inaburra School at the completion of Year 10 (please v)			

Keep this form as a record of your subject choices with this booklet in a safe place at home. Put the booklet into your Careers folio.

Applications will be made online via an email that will be sent with the link.

The online application form will be made active from **Wednesday 8 June 2022**.

The online application form will be closed on **Thursday 16 June 2022**.

*Inaburra exists to be a
Christ-centred learning community
pursuing excellence in education
with every individual known and loved.*



www.inaburra.nsw.edu.au/year-11-subject-selection
YEAR 11 2023 Subject Selection Webpage



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