INABURRA SCHOOL

SUBJECT SELECTIONS - YEAR 11 2025

INABURRA SCHOOL

Senior Subject Selection

Year 11 Preliminary 2025

Year 12 Higher School Certificate 2026

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 7 August 2024**

The application form will be closed on **Monday 12 August 2024 8:00am**

Contents

Section 1 – Selecting and Studying Stage 6 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 Academic Dean and the Learning Leaders of each faculty. Advice about careers can be obtained from the Careers Advisor.

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 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.

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 Advisor to obtain the most recent fee schedule. See Section 3 of this booklet for more information on TAFE courses.

Inaburra offered the VET course, Sports Coaching – Certificate III, for selection in 2022 and 2023. This has been replaced by Fitness – Certificate III this year. There are no additional fees for this course.

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.

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. 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.
- a maximum of 6 Preliminary Science units.
- a maximum of 7 HSC Science units.

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.

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 provision allows 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 Academic Dean.

1.6 How to Apply for Year 11 Preliminary Subjects

Step 1. Watch the Year 11 Subject Selection videos and subject 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)

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 Advisor for assistance.

Step 4. Consider career opportunities and vocational guidance from the Careers Advisor 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 Academic Dean.

Step 7. Fill in **Section 4: Student's Record: Subject Selections Year 11 2025** (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:

a) Each student will study English.

b) 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.

c) 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.

d) 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. (Do not select this option to indicate selection of Fitness)

Step 8. Submit your choices in the online subject selection program. Students and parents are to electronically sign the Web Preference selections.

1.7 Timeline for change of mind after Subject Offers.

Time period	How	Final date
Between Web Preferences closing and subject offer emails.	No requests for change can be made during this period.	NA
From receipt of subject offer email until the last day of Term 4.	Use the Google Form that will be linked to your subject offer email. This is the only way to request a subject change.	3:00pm, Friday 6 December
School holidays	No requests can be made in this period.	NA
First four weeks of Year 11.	Collect a yellow paper form from Mrs Francis in the Curriculum Office. Complete and return to Mrs Francis.	3:00pm, Friday of Week 4, Term 1 2025
From the end of Week 4 of Year 11	No requests for change can be made to subjects other than English and Maths courses. Students may leave an extension course at any time if they will still have 12 units. Students may change from Advanced to Standard courses at any time with Learning Leader approval.	NA

1.8 Calculation of the ATAR – Australian Tertiary Admission Rank

The ATAR is a value calculated by the University Admissions Centre (UAC). Recent changes by NESA have removed the Category A and Category B classification of subjects, hence increasing the number of subjects that can contribute to an ATAR. This takes effect from 2025. The ATAR is a rank, not a mark.

The UAC website provides a comprehensive explanation of the difference between HSC marks and the ATAR. This can be seen at ATAR - Australian Tertiary Admission Rank - UAC.

To be eligible for an 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.

Your ATAR will be calculated from your best 2 HSC English units and your best 8 HSC units of other subjects. All the courses offered by Inaburra will be eligible for ATAR calculation of 2026 HSC results with the exception of Numeracy and Fitness*.

You can complete your HSC and earn an HSC Certificate without receiving an ATAR. This may be appropriate for students who know they will be going directly to vocational work or training so not applying for university entry via UAC. Speak with the Careers Advisor if you are considering this.

*Fitness is currently under review for ATAR eligability but is not currently eligible.

Section 2 – Satisfactory Completion of Year 11 Courses

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

The information below corresponds to information in 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 you must have demonstrated a substantial effort in Year 10 and satisfactorily completed all Year 10 courses. You are also required to complete the mandatory NESA course, All My Own Work, found at: HSC: All My Own Work | NSW Education Standards. All students in Year 10 will have the opportunity to do this course in Semester 2, 2024.

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. NESA states 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.

Information about assessment tasks

Formal school-based assessment gathers point-in-time evidence about student achievement of syllabus outcomes at predetermined times during the learning sequence and in a variety of ways.

Work submitted for assessment must be the students' own work and the onus is on the student to prove the authenticity of their work.

Teachers will supply their students with information as required by NESA on the nature and due dates of assessment tasks. A minimum of two weeks' notice will be given for each task.

Knowledge and skills evaluated in assessment tasks

The NESA policy, ACE 8063 states that, *for examining purposes, the Preliminary course is to be regarded as assumed knowledge that has been covered by all candidates*. *Examination specifications ensure that the major focus of the examination will be on HSC course content.*

While assessment of HSC courses can assume the knowledge of Preliminary courses, the mathematics courses specify that Year 11 content can be used to examine Year 12 Outcomes. In all subjects, Year 11 learning will contribute to your success in the HSC.

Disability Provisions

Some students with disability may require adjustments to some assessment tasks. Schools are responsible for determining and approving adjustments for all school-based assessment tasks and Inaburra will apply a collaborative planning process with identified students and their parents/caregivers when making decisions about offering adjustments to students with disability.

Adjustments include practical arrangements, or disability provisions, to help students with disability to access formal examinations. These include provisions such as readers, writers, and rest breaks to respond to pain or allow for a cognitive disability.

To apply: the student or parent must contact the Inaburra Learning Support Team at **least 4 term weeks before** an assessment task. This is the time required for an authentic collaborative planning process and subsequent responses by faculties to Learning Support Team advice about task adjustments.

- Emergency Disability Provisions
  Adjustments may be arranged for students who suffer an accident or an illness such as a broken arm or infectious illness after the cut-off date for applications to the Learning Enrichment Team. The class teacher, subject Learning Leader and Year Advisor should be notified immediately in such a case. Note: emergency disability provisions are for temporary disabilities only and are made available for a specific task or tasks.
- Every effort will be made to ensure that approved provisions are offered; however, where resources are unavailable the provision cannot be made. In such a case, the school may determine that a misadventure is appropriate and the student's performance in the task may be reviewed to assess the extent of disadvantage.

Disability Provisions for HSC Examinations: There is no guarantee that NESA will grant the same provisions as those given at school. Every student accessing disability provisions must complete a disclaimer form that will be stored by the Learning Support Team. All such documents will remain confidential. If you have any questions, please contact the Learning Support Team at Inaburra.

Applications for 2026 HSC Examination disability provisions can be lodged with NESA from the start of Term 4, 2025. Students accelerating in a HSC course(s) must refer to the Year 12 Assessment booklet**.**

Conduct and completion of 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 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. 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. 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.

All tasks must be submitted or completed as described in assessment notification. All work submitted must comply with the standards of NESA's All My Own Work and with the assessment policy and procedures described in the Year 11 Assessment booklet.

The Year 11 Assessment booklet will be distributed early in 2025. Students and parents are required to read the booklet and return their signed agreement with the policies and procedures described.

Record of Student Achievement (RoSA)

Each student will receive a record of achievement (or RoSA) from NESA at the end of Year 12 or when they leave NSW schooling if they do so in Years 10, 11 or 12 before completing the HSC. 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 – Course Details

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 Faculty

At Inaburra students are required to complete any two units of either English Advanced or English Standard. Students enrolled in English Advanced in Year 11 may also 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.

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 a majority of 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 Academic Dean 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:	• 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	• 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
Students at this level typically:	• tend to not read widely on a personal level • enjoy more contemporary and accessible texts • require more assistance with generating and constructing written responses to texts	• 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

NESA has developed a third English course for students who need to consolidate their language, literacy and literature skills – English Studies. This 2 unit course is not offered for selection as an Inaburra Year 11 option in 2025, however, the school will review the cohort's needs, and in consultation with the LST, students and English teachers, determine whether it should be made available. Students who think they may want English Studies should select English standard in their preferences.

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:
• A Common Module: Reading to Write	• A Common Module: Texts and Human Experiences
• Module A: Contemporary Possibilities • Module B: Close Study of Literature	• 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:

- A Common Module: Reading to Write
- Module A: Narratives that Shape our World
- Module B: Critical Study of Literature

Study in the Year 12 course requires completion of:

- A Common Module: Texts and Human Experiences
- 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 a 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 Faculty

At Inaburra, Year 11 students are required to complete any two units of Mathematics: **Numeracy, Mathematics Standard or Mathematics Advanced**. Students enrolled in 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 10-1 & 10-2 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 5.3 course work in the 10A Stream i.e. class 10-1 and some from classes 10-2 and 10-3.
- 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 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.

The Numeracy Content Endorsed Course contributes 2 units in Year 11 and 2 units in Year 12 towards the HSC. It does not contribute to an ATAR and there is not an external HSC exam. Students who study Numeracy in Year 12 and want an ATAR will need to study at least 12 units.

The Numeracy course is designed to be flexible, and students can develop their Mathematical thinking skills in a supportive environment.

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.

Topics: Subtopics

- Algebra: Formulae and Equations, Linear Relationships
- Measurement: Applications of Measurement, Working with Time
- Financial Mathematics: Money Matters
- Statistical Analysis: Data Analysis, Relative Frequency and Probability

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

- Mathematics Standard 2
- Mathematics Standard 1, a less demanding course – the content of this course is a subset of Mathematics Standard 2
    - If the HSC examination is sat, Mathematics Standard 1 can contribute 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: Types of Relationships
- Measurement: Non-right-angled Trigonometry, Rates and Ratios
- Financial Mathematics: Investments and Loans, Annuities
- Networks: 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.

Year 12 Mathematics Standard 1

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.

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: Types of Relationships
- Measurement: Right-angled Triangles, Rates, Scale Drawings
- Financial Mathematics: Investment, Depreciation and Loans
- Statistical Analysis: 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 and integral calculus including their practical applications
- 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

Biblical Studies Faculty

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 for individuals and their communities.

Studies of Religion I (1 Unit – Compressed Curriculum)

This is an exciting opportunity available to students who enrol in English Extension and/or Mathematics Extension and would like to complete an HSC unit during Year 11. Students complete both the Preliminary and HSC content in 3 terms and will sit their HSC exam for this subject in 2025. This can give students valuable HSC examination experience and reduce their load in Year 12 if combined with a Year 12 extension unit. The Preliminary course introduces students to the concept of worldviews and the nature of religion and beliefs. Students also explore the origins, beliefs, ethical principles, and rituals of two major world religions. The HSC course explores how religion has changed over time from 1945 to the present day. Students also develop their knowledge of the two major world religions studied in the Preliminary course by studying a significant person, practice, and ethical issue. This course provides exciting opportunities to hear directly from adherents of different religions through excursions and incursions.

Preliminary (Term 1 & 2)

- Nature of Religion and Beliefs
- Religious Tradition Study 1 & 2

HSC (Term 3 & 4)

- Religion and Belief Systems in Australia post-1945
- Religious Tradition Depth Study 1 & 2

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

Studies of Religion II

The Studies of Religion 2 unit course expands on what is explored in the 1 unit course and is studied across Year 11 and Year 12. In the Preliminary course (Year 11), students are introduced to the concept of worldviews and the nature of religion and belief, including Aboriginal belief systems. Students explore the origins, beliefs, ethical principles, and rituals of three major world religions. Students also select a religion of ancient origin as the subject of a guided inquiry. This course provides exciting opportunities to hear directly from adherents of different religions through excursions and incursions. In the HSC course (Year 12), students expand their knowledge of the religions studied in the Preliminary course by studying significant people, practices, and ethical issues. They also explore non-religious worldviews and ideas about peace and conflict.

Preliminary (Year 11)

- Nature of Religion and Beliefs
- Religious Tradition Study 1, 2 & 3
- Religions of Ancient Origins
- Religions in Australia pre-1945

HSC (Term 3 & 4)

- Religion and Belief Systems in Australia post-1945
- Religious Tradition Depth Study 1, 2 & 3
- Religion and Peace
- Religion and Non-Religion

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

Studies of Religion I | NSW Education Standards

Studies of Religion II | NSW Education Standards

Note: A student may not enrol in both Studies of Religion I and Studies of Religion II.

Students with a Year 11 extension unit who are interested in one of these courses are advised to take advantage of the compressed curriculum of Studies of Religion I.

Society and Culture

"No man is an island entire of itself; every man
is a piece of the continent, a part of the main…"

John Donne, Meditation XVII

Our contemporary Westernised Australian culture glorifies and triumphs in expressions of individualism, academic and economic success as well as political "wokeness". In accordance with John Donne's *"No Man is an Island",* this form of cultural expression does not form in a silo, but rather develops as part of the intricate relationship between the individual, their society and culture, and the societies and cultures of others.

The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments, and time. In this course students will learn about various aspects of societies and cultures including power, authority, identity, gender, technologies, and globalisation. Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.

Students are provided with essential concepts, skills, competencies, and knowledge to encourage a process of independent thinking that can be used to explain patterns of behaviour, solve problems, and engage in and actively contribute to all levels of society. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

In an increasingly politically polarised global community, a course which seeks to understand humanity in all its forms and expressions prepares students well for adult life by developing knowledge, skills and other qualities associated with effective citizenship. In allowing students to study in areas of direct relevance to their lives, Society and Culture contributes greatly to the promotion of lifelong learning, providing opportunities for students to acquire a range of skills to support such learning.

Course Structure

The Preliminary Course

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

The HSC Course

Core

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

Depth Studies: TWO to be chosen from:

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

For more information on the course, please visit the NESA Website:

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

Science Faculty

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 of 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.

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/LOTE Faculty

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, the City of Rome, 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, Imperialism, Tibet and China and an Independent Research task.

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

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 Year 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 Academic Dean 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

Indonesian Beginners

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) Faculty

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

"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.

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.

Why choose to study Business Studies?

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. Business Studies builds essential writing skills for assessments and the external business landscape. 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.

Business courses at University remain in high demand and this course helps prepare 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 include 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.

Course Content

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

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

Why choose to study Economics?

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 looks 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, Economics builds essential writing skills to help students develop the ability to succinctly argue a point. This course also involves developing calculation and graphical interpretation skills, helping build student’s mathematical understanding.

Course Content

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 Senior Geography Syllabus has recently been revamped and revitalised to better reflect contemporary geographical issues and complexities. 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 sustainability of environments. The Year 12 course also covers population distribution challenges, including sustainable management of rural and urban areas. 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.

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 beyond High School.

Course Content

The Preliminary Course

Earth's Natural Systems
An investigation of processes, cycles and circulations connecting natural systems.

People, Patterns and processes
An investigation of the diversity and extent of human activity, population and resource consumption and a case study investigating the role of people in changing places and environments.

Human-Environment Interactions
An investigation of the Earth's natural systems over time, changes in land use and the complex interactions between people and the environment.

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

The HSC Course

Ecosystems and Global Biodiversity
A geographical investigation of the functioning of ecosystems and biodiversity, their vulnerability to human stresses and their management and protection.

Rural and Urban Places
A geographical investigation of settlement patterns, urbanisation, challenges facing rural and urban places and strategies for sustainable management of rural and urban areas.

Global Sustainability
A geographical investigation of sustainability development in the contemporary world and the sustainability of a global economic activity.

Why choose to study Geography?

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. 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. 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	Government services Teaching Politics Diplomatic service Journalism Tourism Education	Population planning Social planning Physical geography Meteorology Travel
Commerce	Advertising Ecotourism Market research Public relations	Transport Manufacturing Real estate Mining
Environment	Forestry Conservationist Agriculture	Recreation management Wildlife management Environment monitoring
Planning/ Design	Urban planner Town planner Architecture Landscape architecture Land development	Cartography Surveying Transport planning Land-use planning Construction Management

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.

https://curriculum.nsw.edu.au/learning-areas/hsie/geography-11-12-2022?tab=course-overview

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.

Why choose to study Legal Studies?

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.

Course Content

The Preliminary Course	The HSC Course
Part l: The legal system	Part l: Crime
Part ll: The individual and the law	Part ll: Human rights
Part lll: Law in practice	Part lll: Option (choose 2)

HSC Course – Part III Options (choose 2)

Consumers*	Global environmental protection
Family	Indigenous peoples
Shelter	Workplace*
World order	

(*Options HSC students in 2024 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

Work Studies

"The future belongs to those who learn more skills and combine them in creative ways".
– Robert Greene

"The fourth industrial revolution continues to transform the world of work. Reskilling and upskilling have never been more important."
– Rashim Mogha

The aim of the *Work Studies* syllabus is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

Why choose to study Work Studies?

The nature of work is constantly changing, reflecting related changes in society, technology, and the economy, as well as through globalisation. The world of work and how individuals engage in work is being transformed. Students will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and obtain new experiences will be part of the future world of work.

This course works hand in hand with students who are looking towards an apprenticeship or a traineeship or doing further TAFE and college training post school. The course is a full HSC but non-ATAR course meaning there is no need to complete a HSC examination at the end of the course.

For students doing school-based traineeships this relieves the pressure as they are not at school full time but can still work through this subject as one of the others they complete.

So often we prepare ourselves for further training but forget the final aim which is to be employed in a job that is fulfilling to yourself and rewards you for your passions. This course aids in preparing to be a valuable contributor to the world of work. It is medium term focussed in helping you look at what might come after further training or even straight after school.

Note: Whilst this is a **HSC accredited course** it is a **non-ATAR course**.

Students who want an ATAR and also want to do this course will need at least 5 other ATAR subjects. This course is particularly appropriate for students who are considering vocational rather than university options.

Course Content

Content covered in Work Studies across Year 11 and 12 includes:

- The workplace
- Preparing job applications
- Communicating in the workplace effectively
- Teamwork and enterprise skills
- Managing work and life commitments
- Personal finance.

There are also in-depth topics on workplace issues, self-employment and even doing a team enterprise project. There is also some flexibility in doing more work placements and discussing with employers and training colleges future options.

The Work Studies overriding course themes are:

- Career planning
- Performing work tasks
- Working with others
- Managing change

Work Studies can combine well with courses like Numeracy, English Studies, VET and TVET courses. The other courses that work well with Work Studies are the more practical, vocational oriented, subjects. This includes creative arts subjects as well as TAS subjects. It also enhances the learning of those students doing SBATs.

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

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

PDHPE Faculty

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

Health and Movement Science

Inaburra is pleased to introduce Health and Movement Science to families in 2025, as a replacement for PDHPE. This new course has replaced the existing PDHPE course in all NSW schools.

The aim of Health and Movement Science is to develop in each student a capacity to think about and act critically regarding key issues related to health and movement. This enables them to make informed decisions that contribute to healthy and active lifestyles for individuals and communities, and support wellbeing.

Through the study of this course, students will examine two significant components of an individual's health. Students will investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students will then go onto explore the factors that influence movement and performance and develop the skills to enhance movement for themselves and others throughout their lifetime.

Health and Movement Science builds on the foundational knowledge, understanding and skills developed in the PDHPE K–10 course. This syllabus is underpinned by the 5 propositions – educative purpose, a strength-based approach, value movement, developing health literacy, and include a critical inquiry approach.

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

In Year 11, students will complete the following 4 components:

- Health for Individuals and Communities
- The Body in Mind and Motion
- Collaborative Investigation
- Depth Studies (minimum of 2)

When in Year 12, students will then move onto the study of the following 3 components:

- Health in an Australian and Global context
- Trained for Improved Performance
- Depth Studies (minimum of 2)

For more information on Health and Movement Science visit the NESA website at:

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

Fitness – Certificate III

The Certificate III in Fitness is based on the SIS National Sport, Fitness & Recreation Training Package (Version 6). It is a NESA 300-hour Board Endorsed Course offered by Inaburra School over Years 11 and 12.

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. However, this subject **will not** count towards a student's ATAR. Students who study this course in Year 11 and Year 12 and want an ATAR will have a minimum of 12 units to complete in Year 12.

Credential available	Course code / name	ATAR eligible	Mandatory placement hours
Full Certificate	SIS30321 Certificate III in Fitness	No	70 hours

Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class home learning, research activities and cluster-based assessments for students to complete.

Students must complete 300 indicative hours of course work and a minimum of 70 hours of work placement. Work placement is organised in consultation with the school and will be essential industry experience for students.

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed below. To be assessed as competent, a student must demonstrate to a qualified assessor/teacher the competency requirements for performance and knowledge of the unit/s of competency.

Units of Competency

Core

- Deliver and monitor a service to customers.
- Organise personal work priorities.
- Participate in Workplace Health and Safety
- Complete pre-exercise screening and service orientation
- Complete client fitness assessments
- Plan group exercise sessions.
- Instruct group exercise sessions.
- Develop and instruct gym-based exercise programs for individual clients.
- Use anatomy and physiology knowledge to support safe and effective exercise.
- Provide Healthy eating information.
- Provide first aid (To be delivered by an external RTO

Electives (examples only)

- Instruct strength and conditioning.
- Educate other groups.
- Develop and instruct group movement programs for children.
- Maintain sport, fitness and recreation facilities.

For more information on Sports Coaching visit the NESA website at:

https://educationstandards.nsw.edu.au/wps/wcm/connect/10424747-9f6d-4ffa-890a-59b5a928b19d/2024-fitness-updated-jan-2024.pdf?MOD=AJPERES&CVID=

This course at Inaburra is provided with the support of AISNSW as the registered training organisation.

Stage and Screen Faculty

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 component during the performance and practicals examination period that is assessed by external markers from NESA, as well as a written component undertaken in the HSC written examination period.

For more information on Dance visit the NESA 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 component as well as an individual project component during the performance and practicals examination period that is assessed by external markers from NESA and a written component undertaken in the HSC written examination period.

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 NESA examiners, during the performance and practicals examination period. 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 written 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 Faculty

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 NESA.

For more information on Music 1 visit the NESA 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. This is usually through consultation with the teacher. 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) Faculty

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. Projects included a lighting product and a leather wallet. Students will be able to develop and utilise textiles skills and have opportunities to produce their projects in the workshop environment. 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 news 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 work. 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.

In this course, students will complete 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. This course also includes a written component during the HSC examination period. It 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 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 Engineering

“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 Engineering students learn to apply a systematic approach to creative problem solving. 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 Software Engineering include Industrial Technology, Business Studies, Geography, Mathematics, Science and other TAS subjects. So Software Engineering 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 covers Programming Fundamentals, The Object-Oriented Paradigm and Programming Mechatronics. The HSC course focuses on Secure Software Architecture, Programming for the Web, Software Automation and a Software Engineering Project.

Python is the coding software used throughout this course as the HSC will be completed electronically and students need to be able to code in Python during their HSC exam. 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 Engineering visit the NESA website at:

https://curriculum.nsw.edu.au/learning-areas/tas/software-engineering-11-12-2022/overview

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 textile projects will be chosen from the areas of apparel and textiles arts.

The Preliminary Course

Design (40%)

- Elements and principles of design
- Types of design
- Communication techniques
- Manufacturing methods
- **Preliminary Textile Project 1** focusses on the generation and communication of ideas, fibre and fabric manipulative skills, experimentation and evaluation of the project, and management of time and resources

Properties and Performance of Textiles (50%)

- 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

Australian Textile, Clothing, Footwear and Allied Industries (10%)

- Industry overview - past, present, future
- Quality and value of textiles

The HSC Course includes the development and realisation of the Major Textiles Project, which is chosen from one of the following 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

Design (20%)

- Historical design development
- Fabric colouration and decoration
- Influence of culture on design
- Contemporary designers

Properties and Performance of Textiles (20%)

- End-use applications
- Innovations and emerging textile technologies

Australian Textiles, Clothing, Footwear and Allied Industries (10%)

- Appropriate textile technology and environmental sustainability
- Current issues that affect the textile industry
- Marketplace

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 Faculty

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-bases 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** make up **50%** of the course mark. The other **50%** is made up of the **theory/written 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

Vocational and Distance Courses

School Based Apprenticeships or Traineeships

"Nothing substitutes a large apprenticeship, a heap of experiences which converts into the base of intuition."

– Doug Scott

"Vocational education programs have made a real difference in the lives of countless young people nationwide; they build self-confidence and leadership skills by allowing students to utilise their unique gifts and talents."

–Conrad Burns

School-based apprenticeships and traineeships (SBA/Ts) are more than just part-time jobs. They are a great way for students to set themselves up for the career they want while completing their HSC. Opportunities are available across a wide range of occupations.

By completing a SBA/T the student will be **eligible for a HSC** but **may not be eligible for an ATAR**. As the ATAR only relates to direct University entry the typical candidate for an SBA/T does not require an ATAR as the main purpose of doing the SBA/T is to get a qualification earlier so they can get into that vocation more quickly post school.

Students undertaking an HSC VET course as part of a school-based apprenticeship or traineeship (SBA/T) have the opportunity to achieve a nationally recognised VET qualification as well as their HSC and gain valuable work skills and experience through paid employment.

SBA/Ts are for students who know which vocation they are passionate about and have determined this is the particular vocation they want to enter post school. It is not for 'trialling' whether that vocation is for them or not. Students can't 'drop out' of SBA/Ts without compromising their ability to finish the HSC within the usual timeframe so it is a 2 year commitment.

Due to the loss of school time and the need to catch up on work on days missed, students should have good organisational skills and be committed to all their learning.

The student is typically at school 3 days a week (the other two days being a combination of work and TAFE), Inaburra advises that appropriate courses to study alongside an SBA/T include Work Studies, Numeracy and English Studies.

As part of the SBAT the student completes the Industry-based Learning course which reviews the on the job learning the student is completing as part of their SBAT.

Students will be doing the relevant TAFE course one day a week that relates to their SBAT. At the present stage this comes at no cost, unlike TVET, as it is fully funded by the government, although this is subject to change dependant on government funding policy, and the parent may have to pay for the TAFE course should this occur.

Note: SBA/Ts are not sourced by Inaburra. The student must research and contact prospective employers, or registered training organisations. Once they have an employer willing to take them on for an SBA/T the student should approach the school with the employer's name and details.

SBA/T specific areas offered:

SBA/Ts are available in a large range of industries from Aeroskills, Agriculture, Beekeeping, Carpentry, Early Childhood, Engineering, Health, Fashion, Plumbing, Retail and Transport and Logistics to name a few.

More information about the range of school-based apprenticeships and traineeships available can be found at:

https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships

Students who sign up to these SBA/Ts will have a contract with the TAFE, school, and the registered training organisation / employer looking after their employment.

The completion of an SBA/T does not guarantee a position in that organisation post Year 12.

TAFE TVET Courses

"Vocational education programs have made a real difference in the lives of countless young people nationwide; they build self-confidence and leadership skills by allowing students to utilise their unique gifts and talents."

–Conrad Burns

All courses offered by TAFE are HSC accredited but **only some** are ATAR eligible, you will need to investigate the status of the TVET course you are interested in.

These courses are delivered at various TAFE locations around Sydney, dependant on the course numbers and availability. Students will usually miss one afternoon a week (although some courses are in the morning) to complete the course and they usually run in the hours somewhere between 1pm and 5pm (for the afternoon courses). Some courses also have work placement as a compulsory element of the course.

Parents pay a contribution towards the course cost, as does the school and the government.

The practical approach of vocational education courses ensures that students not only have the knowledge but also have the skills to work in their field of choice. It equips students with those skills that will help them excel in their chosen field.

According to the NSW Government students who study a VET qualification at school are more likely to:

- Succeed studying higher level VET qualifications and
- Gain apprenticeships and other employment when they leave school.

The Australian Skills Commission reported in October 2022 that the difference between Unemployment Rate for someone who just finishes Year 12 as their final qualification (6.6%) and those that complete a Cert III or IV post school (4.1%) is 2.5%. The gap to a student who completes a bachelors degree (3.5%) instead of a Cert III or IV is only 0.6%. The message is clear, do something post HSC but University is not for everyone, and those students can succeed to the same level.

Employment Rate:

- VET Graduates: 91.8%
- Graduates from bachelor degree programs: 84.8%

Median annual starting salary:

- VET Graduates: $52,200
- Graduates from bachelor degree programs: $65,000

This is also supported by the "Perceptions Are Not Reality" report released by Skilling Australia in 2017.

Unlike other academic routes, vocational courses focus on equipping students with the specific skills needed to excel in a chosen field. This practical approach ensures that graduates are not only knowledgeable but also immediately employable upon entering the workforce. They also combine well with other practical subjects that Inaburra run, like TAS and creative arts subjects. Student often find synergy with courses like Work Studies, Numeracy and English Studies in building a suite of subjects that keeps them engaged in their learning at school whilst being able to develop their desire for vocational development.

Some of the course options that TAFE may offer next year (to be confirmed and this is a selection of a broader range of options):

- Animal Care
- Automotive
- Beauty Services
- Business Services
- Community Services
- Construction
- Early Childhood
- Electrotechnology
- Floristry
- Hospitality
- Human Services
- Plumbing Introduction
- Real Estate Practice
- Retail
- Saloon Assisting – Hairdressing
- Screen and Media
- Tourism, Travel and Events

See the TAFENSW website for more information on TVET courses:

https://www.tafensw.edu.au/study/types-courses/tvet

External Studies

Inaburra offers a range of subjects that are delivered beyond the school due to the nature of limited demand for these, often very specific, subjects.

This includes opportunities to:

- Learn or develop further your understanding of a language (including Spanish, German, Greek and Japanese amongst others.)
- Develop specific vocational skills with more vocational courses.
- Complete an apprenticeship or a traineeship whilst still at school, completing a TAFE qualification at the same time as well.

Some of these courses can contribute to an ATAR, whilst all courses contribute to your HSC and are included on your final Record of Student Achievement (ROSA.)

External Language:

Languages are delivered by NSW School of Languages as a combination of online work and weekly phone / zoom calls with the teacher. Students complete allocated language lessons on location at Inaburra. Assessment tasks are usually also done at Inaburra with online connection to the teacher. There is also a requirement that students attend organised whole days of learning at the language school, around about once a term.

More information can be found at:

https://nswschoollang.schools.nsw.gov.au/our-languages.html

Notes for above external course:

As students are not guaranteed their position in any of the above courses until up to early next year they should choose a full range of courses in the subject selection book beyond the above courses. They should also tick the box suggesting they are interested in an external course. If the course runs, and the student is accepted after they attend the first week of the course, the student will then be able to opt out of the appropriate number of subjects at Inaburra and as long as they still have the 12 units required to complete Year 11.

There is usually an added fee payable for doing many of the above courses which the school will on charge to the parents as it is delivered by an organisation outside of Inaburra School. This should be a consideration before enrolling in these courses.

Student's planning page: Subject Selections Year 11 2025

Use this page to plan your selections before making them online.

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 three boxes below left AND Mathematics Extension if you wish to study it in addition to Mathematics Advanced.

❑ Mathematics Standard ❑ Numeracy

❑ Mathematics Advanced ❑ Mathematics Extension 1

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. Subject selection aims to give the maximum number of students the maximum number of their preferences. A course being offered does not guarantee that it will run – this depends on student interest.

Ancient History		Geography	
Modern History		Legal Studies	
Chinese Continuers		Society and Culture	
Indonesian Beginners		Work Studies	
Biology		Design and Technology	
Chemistry		Engineering Studies	
Earth & Environmental Science		Industrial Technology Multimedia	
Investigating Science		Food Technology	
Physics		Industrial Technology Timber	
Music 1		Software Engineering	
Music 2		Textiles and Design	
Dance		Community and Family Studies	
Drama		Health & Movement Science	
Visual Arts		Fitness – Certificate III	
Business Studies		Studies of Religion I (Compressed Curriculum)	
Economics		Studies of Religion II	
I am interested in a TVET/TAFE/SBAT course. Course name: ……			
I am considering leaving Inaburra School at the completion of Year 10 (please √)			

Applications must be made online using the link to Web Preferences that will be emailed to your School email address.

The online application form will open on **Wednesday 7 August 2024.**

The online application form will close on **Monday 12 August 2024 8:00am.**

Teaching

Sample HSC Course:
- Drama
- Biology
- History
- Mathematics + English
- Another subject

Student is sound in Yr10:
- English
- Maths

Fine Arts

Sample HSC Course:
- Visual Art
- History
- Legal or Business
- Mathematics + English
- Another subject

Student is sound in Yr10:
- Creative Arts
- English
- Media

Marketing

Sample HSC Course:
- Business Studies
- Visual Arts
- Legal Studies
- Mathematics + English
- Two other subjects

Student is sound in Yr10:
- Commerce
- Creative Arts

Medicine

Sample HSC Course:
- Chemistry
- Biology
- Human Mvt & Science
- Mathematics + English
- Another subject

Student is sound in Yr10:
- Science
- PHDPE/Pass
- Maths

Business

Sample HSC Course:
- Business Studies
- Economics
- Mathematics/Numeracy + English
- Two other subjects

Sound student indicators:
- Commerce
- Maths

Building & Construction

Sample HSC Course:
- Geography
- Earth & Environment
- Design & Technology
- Mathematics + English
- Another subject

Student is sound in Yr10:
- HSIE
- Industrial Tech - Timber

4+ Year Professional Degree

3 Year Generalist Degree

Certified Qualification

Law

Sample HSC Course:
- Legal Studies
- Business/Geography/Eco
- CAFS
- Mathematics + English
- Another subject

Student is sound in Yr10:
- English
- Commerce

Nutrition

Sample HSC Course:
- Chemistry
- Food Technology
- Biology
- Mathematics + English
- Another subject

Student is sound in Yr10:
- Science
- PHDPE
- Food Technology

Real Estate

Sample HSC Course:
- Business Studies
- Geography
- Work Studies
- Maths/Numeracy + English
- Another subject

External Providers
- Real Estate
- Business Services

Student is sound in Yr10:
- HSIE

Engineering

Sample HSC Course:
- Physics
- Engineering
- Earth & Environmental Science
- Mathematics/Numeracy + English
- Another subject

Student is sound in Yr10:
- Science
- Maths

Construction M'gmt

Sample HSC Course:
- Geography
- Earth & Environment
- Design & Technology
- Mathematics + English
- Another subject

Student is sound in Yr10:
- HSIE
- Industrial Tech - Timber

Cyber Security

Sample HSC Course:
- Software Engineering
- Legal Studies
- Media
- Mathematics + English
- Another subject

External Providers
- Business Services

Student is sound in Yr10:
- Computing

Sample careers and sample patterns of study

These are not recommendations

Trade

Sample HSC Course:
- Work Education
- Design and Technology
- Timber
- Numeracy + English
- Another subject

External Providers
- Construction or Timber
- Plumbing/Electrotechnology
- Business Services

Student is sound in Yr10:
- Industrial Technology/Timber

Events M'gmt

Sample HSC Course:
- CAFS
- Food Technology
- Work Education
- Numeracy + English
- Another subject

External Providers
- Hospitality
- Events management
- Business Services

Student is sound in Yr10:
- Food Technology
- Commerce

Defence

Sample HSC Course:
- Geography
- Work Studies
- VET Fitness
- Mathematics + English
- Another subject

Student is sound in Yr10:
- PDHPE
- Pass

Apprenticeship TAFE | Vocational College Certificate | Direct to Work

Design/Graphics

Sample HSC Course:
- Design & Technology
- Software Engineering
- Visual Arts
- Maths/Numeracy + English
- Another subject

External Providers
- Business Services

Student is sound in Yr10:
- Media
- Computers
- Creative Arts

Early Childhood

Sample HSC Course:
- Music
- Food Technology
- CAFS
- Maths/Numeracy + English
- Work Education or other subject

Student is sound in Yr10:
- Creative Arts
- Food Technology

Logistics/Transport

Sample HSC Course:
- Business Studies
- Work Education
- Geography
- Maths/Numeracy + English
- Another subject

External Providers
- Business Services

Student is sound in Yr10:
- Commerce

Performance

Sample HSC Course:
- Drama and/or Dance
- Multimedia
- Human Mvt & Science
- Mathematics + English
- Another subject

Student is sound in Yr10:
- Performing Arts
- PHDPE

Fashion

Sample HSC Course:
- Business Studies
- Textiles
- Design & Technology
- Mathematics + English
- Another subject

External Providers
- Business Services

Student is sound in Yr10:
- Textiles

Links to the My Future website

This website shows career ideas and opportunities for every subject.

https://myfuture.edu.au/bullseyes/details/3--biology

https://myfuture.edu.au/bullseyes/details/4--business-studies

https://myfuture.edu.au/bullseyes/details/6--community-services

https://myfuture.edu.au/bullseyes/details/5--chemistry

https://myfuture.edu.au/bullseyes/details/9--economics

https://myfuture.edu.au/bullseyes/details/11--english

https://myfuture.edu.au/bullseyes/details/13--environmental-sciences

https://myfuture.edu.au/bullseyes/details/14--food-studies

https://myfuture.edu.au/bullseyes/details/15--geography

https://myfuture.edu.au/bullseyes/details/17--history

https://myfuture.edu.au/bullseyes/details/17--history

https://myfuture.edu.au/bullseyes/details/28--physical-education

https://myfuture.edu.au/bullseyes/details/23--media-studies

https://myfuture.edu.au/bullseyes/details/8--construction

https://myfuture.edu.au/bullseyes/details/21--languages

https://myfuture.edu.au/bullseyes/details/22--maths

https://myfuture.edu.au/bullseyes/details/25--music

https://myfuture.edu.au/bullseyes/details/27--performing-arts

https://myfuture.edu.au/bullseyes/details/29--physics

https://myfuture.edu.au/bullseyes/details/7--computing

https://myfuture.edu.au/bullseyes/details/33--textiles-and-design

https://myfuture.edu.au/bullseyes/details/32--social-sciences

https://myfuture.edu.au/bullseyes/details/1--art

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

INABURRA VALUES

We commend and cultivate FAITH in God, who makes himself known to us in and through his Son, Jesus Christ.
We pursue KNOWLEDGE, delighting in the gift of learning to live well in God's world.
We commit to LOVE, because Christ first loved us.
We strive for EXCELLENCE in thankful response for all that God has provided.
We treasure each INDIVIDUAL, recognising and respecting the image of God in every person.
We cherish COMMUNITY, knowing that relationships are at the heart of living and learning.

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