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INABURRA SCHOOL

SUBJECT SELECTIONS - YEAR 11 2027

INABURRA SCHOOL

Senior Subject Selection

Year 11 Preliminary 2027

Year 12 Higher School Certificate 2028

Please read this information carefully and retain it for further reference.
Applications will be made online.
The application form will be active from **Friday 24 July 2026.**
The application form will be closed on **Thursday 30 July 2026 at 3:00pm.**

Contents

Section 1 – Selecting and Studying Stage 6 Courses

About this booklet

This booklet summarises information about selecting courses for successful completion of Preliminary (Year 11) and the Higher School Certificate (HSC Year 12). It includes course introductions, some suggestions about combining courses and the instructions you need to follow to register your preferences and request changes to those if needed later.

For additional information including detailed course descriptions, see the Student and Parent Guides and the Curriculum pages on the NSW Education Standards Authority (NESA) website at: https://www.nsw.gov.au/education-and-training/nesa.

The Curriculum Team is ready to help. Our Curriculum Administrators can clarify information and processes, our Learning Leader Curriculum can advise about combining courses, finding balance and understanding the demands of the HSC assessment program, our Careers Advisor understands the connections between Stage 6 courses, TAFE and tertiary entry, and our Head of Academic Excellence can assist with more complex matters.

Inaburra School is committed to supporting our students to build academic rigour and grow in wisdom and love. We aim to provide curriculum and co-curricular opportunities that develop the whole person. Developing a sense of themselves through learning is an important undertaking for senior students and our hope is that within the Subject Selection process, many will find motivation to set goals and chose the courses that will set them on a satisfying path.

The NSW 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 Maths 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

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 in the majority of Inaburra courses, the external HSC examination for each subject they study.

Students enrolled in VET courses are assessed throughout the course. Some VET courses have an HSC exam for students seeking an ATAR.

Some students achieve the HSC by studying Life Skills courses and their learning gains are recorded throughout the year. There are no formal assessments.

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: https://curriculum.nsw.edu.au/stages/senior

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://www.nsw.gov.au/education-and-training/nesa/curriculum/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.

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. Year 11 Extension courses in Mathematics and English can contribute to greater learning in associated subjects, including subjects other than English and Mathematics. 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. Inaburra students are required to study a Mathematics course in Year 11. There is no requirement to study Mathematics in Year 12.

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. 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 took 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 https://www.uac.edu.au/future-applicants/atar.

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 which have HSC examinations.

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.

The Inaburra Stage 6 Curriculum

All Inaburra students are **required to study an English and a Mathematics course in Year 11**. All students are required to study an English course in Year 12 but may choose not to continue their Mathematics course. 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.

1.6. HSC Pathways

Most students complete the HSC with a 2-year pattern of study in Years 11 and 12. Inaburra also provides for students who require a third or fourth year so they can combine their studies with other significant commitments, such as sport training or professional performance, or to facilitate HSC attainment for students with diverse needs.

This is described by NESA and called the ***Pathways*** provision.

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 a member of the Curriculum team.

1.7. VET Courses

Inaburra has a long history of supporting students choosing to study a VET course through TAFE. Since 2023, Inaburra has offered onsite VET courses, including Inaburra delivered courses, and courses delivered at Inaburra by an external provider.

The 2027 course offering includes:

- Business Services, delivered by Bedford College
- Fitness delivered by Inaburra
- Entertainment delivered by Inaburra

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.

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.

1.8. Major Works Courses

Major Works courses are designed to allow students to explore their creativity, critical thinking, and project management skills through the production of an individual, sustained project. These courses are marked with an "M" in this booklet. Each involves the development of a substantial work such as a substantial piece of writing, research project, artwork, composition, performance, or designed product. These are externally assessed alongside a reflective or process-based component. Major Works provide students with the opportunity to deeply engage in an area of personal interest, demonstrating autonomy, originality, and discipline. These courses suit self-motivated learners who enjoy working independently and are often highly rewarding, both academically and personally.

To support student success in Major Works courses, Inaburra will interview students who intend to include two or more Major Works courses in their HSC. A student intent on such a pattern of study should ensure that they demonstrate engagement and self-motivation in all their Year 11 courses, as this is the most meaningful way to demonstrate capacity for more than one Year 12 Major Works course.

When selecting HSC courses that include performance examinations—such as Drama, Music, Dance, and Languages, students should consider both their passion for live performance and their ability to manage the unique demands of preparing for public presentations.

Additional information is provided in the Inaburra Major Works pamphlet.

1.9. Extension Units

Studying English and/or Mathematics Extension in Year 11 offers students a valuable opportunity to deepen their understanding, develop advanced skills, and prepare for a range of future pathways.

The Year 11 Extension courses are designed for students who demonstrate strength and interest in English or Mathematics. These courses go beyond the core syllabus, offering more complex texts and problems that promote critical thinking, creativity, and higher-order reasoning. For English, this might mean exploring philosophical or theoretical approaches to literature, while in Mathematics it involves abstract and advanced problem-solving.

The skills developed in Year 11 English and Mathematics Extension lay a strong foundation for success in HSC extension courses in English, Mathematics, Music, History and Science. These subjects are highly regarded for their academic rigour and can help students achieve a more competitive ATAR.

In 2026, Inaburra moved to a model that significantly increases the support for student success in extension courses. Across NSW, extension courses are typically run outside the school timetable in before and after school lessons, and as additions to a full program of study as a 13th and 14th unit.

This strategic initiative prioritises extension units by delivering them within the normal timetable and within a 12-unit pattern of study. This will increase the amount of time a student can devote to achievement in their extension course/s and return the hours before and after school to those students.

To facilitate this, students wishing to study an extension unit will do so in conjunction with another 1-unit course. The offering is:

- English Extension with Studies of Religion 1
- Mathematics Extension with Studies of Religion 1
- English Extension with Mathematics Extension

The Studies of Religion 1 options allow a student to complete one HSC course while they are in Year 11. This is an ideal way to achieve space in a timetable for one of Music, History or Science Extension, and Mathematics and English Extension 2 in Year 12.

Please refer to the course pages for descriptions of each of these courses. At the end of this booklet is advice about selecting between these options.

How to Apply for Year 11 Preliminary Subjects

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

Step 2 Familiarise yourself with the UAC booklet "University Entry Requirements — Year 10 Booklet" found at: https://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2026.pdf

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

Step 3 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 4 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 based on 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 5 Speak with your teachers. Ensure that you are showing them the best of yourself as a learner so their advice can be based on your strengths. It is also useful to speak with older students already in the courses that interest you.

Step 6 Fill in **Section 5: Student's Record – Subject Selections Year 11 2027** (at the back of this book) to plan and keep as a record of your choices.

(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 at TAFE or a course not offered at Inaburra School and have researched this. (Do not select this option to indicate selection of Business Services, Entertainment or Fitness, delivered at Inaburra).

Step 7 Submit your choices in the online subject selection program when the link is emailed to you in Term 3. Students and parents are to electronically sign the Web Preference selections.

1.10. Timeline for Selection

The Inaburra School timeline for subject selection is designed to maximise thinking and research time between the initial delivery of information midway through Term 2 and selection opening at the start of Term 3.

Web Preferences opens **Friday 24 July 2026**
Web Preferences closes **Thursday 30 July 3:00pm**

1.11. Timeline for Change of Mind

Time period	How	Final date
If you submit your Web Preferences early but change your mind before the deadline.	Collect a paper form from the Curriculum Office and return it with your updated preferences before the deadline.	**3:00pm, Thursday 30 July 2026**
Between Web Preferences closing and subject offer emails.	No requests for change can be made during this period. Email requests cannot be considered.	NA
Beginning of Term 4 until Global Ed departures	Use the Google Form that will be linked to your subject offer email. This is the only way to request a subject change. Email requests cannot be considered.	**3:00pm, Friday 20 November 2026**
School holidays	No requests can be made in this period.	NA
First four weeks of Year 11.	Collect a yellow paper form from the Curriculum. Complete and return to the Curriculum Office.	**3:00pm, Friday of Week 4, Term 1 2027**
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 change from Advanced to Standard courses at any time with Learning Leader approval.	NA

Section 2 – Satisfactory Completion of Year 11 Courses

The conditions for satisfactory completion of a Year 11 course are the same as for a Year 10 course.

The conditions for authentic engagement in Year 11 assessment are much the same as for a Year 10 course.

All parents and students are encouraged to re-read the Year 10 Assessment booklet to ensure that they understand the processes and policies for satisfactory course completion and for authenticity in assessment.

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

Bible Faculty

Society and Culture M

What is the subject about?

Society and Culture examines the intricate relationship between the individual, their society and culture, and the societies and cultures of others. It challenges the contemporary Westernised Australian focus on individualism, academic and economic success and political "wokeness" by emphasising John Donne's idea that no person develops in isolation. 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. The course draws on cross-disciplinary concepts and social research methods from anthropology, communication, cultural and media studies, philosophy, social psychology and sociology to explore aspects of societies and cultures such as power, authority, identity, gender, technologies and globalisation.

Why study this subject?

Students develop research skills and knowledge that encourage independent thinking used to explain patterns of behaviour, solve problems and actively contribute to all levels of society. In an increasingly politically polarised global community, a course that seeks to understand humanity in all its forms and expressions prepares students for adult life by developing knowledge, skills and qualities associated with effective citizenship. By allowing students to study areas of direct relevance to their lives, Society and Culture promotes lifelong learning and provides opportunities to acquire a wide range of skills to support such learning.

Learning Experiences

Students learn to understand the interactions within society and the groups that make up society, with a focus on the development of the individual in various cultural and social settings in the Preliminary Course. The HSC Course contains a core unit that focuses on the nature of how societies and cultures change and includes a personal research project in which students undertake independent research in an area of particular interest. Their research findings are presented for external assessment in the Personal Interest Project (PIP). Students also engage with depth studies that may include popular culture, beliefs and ideologies, social conformity and social inclusion and exclusion. These experiences enable students to apply concepts and social research methods to real world contexts.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/hsie/society-and-culture-stage-6-2013

Studies of Religion 1 (Year 11 Compressed Curriculum)

What is the subject about?

Studies of Religion focuses on religion as an integral part of human experience and a fundamental component of culture. It emphasises that an understanding of Australia's multicultural society is incomplete without an appreciation of religion, its influence on human behaviour and its interaction with culture. The subject explores the diversity of religious expression and experience and is based on an understanding of religion as a distinctive response to the human search for meaning. Students critically examine the role religion plays in helping believers make sense of human existence and the significance of religious beliefs for individuals and communities.

Why study this subject?

This one-unit course provides students with the opportunity to develop awareness, appreciation of and respect for the cultural diversity within Australian society. It offers an exciting opportunity for students enrolled in English Extension and/or Mathematics Extension to complete an HSC unit in Year 11, gaining valuable HSC examination experience and the potential to reduce their Year 12 workload when combined with a Year 12 extension unit. Through engaging with religion as a response to fundamental human questions, students gain insight into how religious beliefs shape individuals, communities and Australian society.

Learning Experiences

Students in the compressed Studies of Religion I course complete both Preliminary and HSC content over three terms and sit the HSC examination in 2027. The Preliminary course introduces worldviews and the nature of religion and beliefs, with students studying the origins, beliefs, ethical principles and rituals of two major world religions through Religious Tradition Depth Studies. The HSC course examines changes in religion and belief systems in Australia from 1945 to the present and extends students' understanding of the two religious traditions through the study of a significant person, practice and ethical issue. Opportunities for excursions and incursions allow students to engage directly with adherents of different religions, enriching their understanding of religious expression and experience.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/hsie/studies-of-religion-1-stage-6-

English Faculty

The English Faculty at Inaburra offers a range of Stage 6 courses designed to meet the needs, interests and abilities of all students. Every student studies two units of English in Year 11 and Year 12, choosing from English Advanced, English Standard or English Studies. Students who begin in English Advanced may also elect to study **English Extension** in Year 11. In Year 12, Extension students may continue with **Extension 1** and may also choose to undertake **English Extension 2**, which includes both an examination and the creation of a Major Work. English Extension 1 is a prerequisite for Extension 2.

Students are encouraged to discuss their progress and aspirations with their Year 10 English teacher or the Learning Leader English before selecting a course. Most students are expected to begin Year 11 in English Advanced, as this provides the strongest foundation for developing sophisticated reading, writing and analytical skills. It also allows students to experience the demands of Advanced English before deciding whether to continue or move to English Standard. Students may move from Advanced to Standard during Years 11 or 12 at the discretion of the Principal and in accordance with NESA guidelines. Movement from Standard to Advanced is not permitted.

Each English course has a distinct purpose and caters to different learning needs. English Advanced is suited to students who enjoy reading widely, engaging with complex ideas and forming independent interpretations of texts. English Standard supports students who want to strengthen their communication skills through accessible, contemporary texts and who benefit from structured guidance in writing. English Studies is designed for students who prefer practical, real-world applications of English and who want to develop confidence in reading, writing and communicating for everyday purposes. Students in English Studies typically prefer straightforward, modern texts and benefit from additional support in structuring ideas and expressing themselves clearly.

Across all courses, students develop their ability to read, write, speak, listen, view and represent meaning with increasing confidence and sophistication. They engage with a wide range of texts, including literary works, media, film, nonfiction and digital texts, and learn to understand how language shapes ideas, values and perspectives. The English Faculty aims to foster critical thinking, creativity and effective communication skills that are essential for success in further study, the workplace and life beyond school.

English Studies

What is the subject about?

English Studies develops students' ability to understand, interpret and evaluate ideas, values and language features across a range of texts. Students engage with classic and contemporary texts from Australia and other cultures, strengthening their reading, writing and critical literacy skills. Through responding to and composing texts, students learn to access and assess information, synthesise ideas and communicate effectively for a variety of purposes and audiences.

Why study this subject?

This course supports students who prefer a practical approach to English. It builds confidence in communication, helps students make meaning from texts, express personal viewpoints and develop independence as learners. English Studies provides flexibility, relevance to everyday and workplace contexts and the option to undertake the HSC examination in the Year 12 two-unit course.

Learning Experiences

Across Years 11 and 12, students participate in a structured program that develops literacy through meaningful and engaging texts.

In the **Year 11 Preliminary Course**, students complete *Reading to Write: Transition to English Studies*, exploring literary and non-literary texts and applying this learning to develop their writing skills. They also study elective focus areas such as *Voices of Australia*, *Media and Influence* and *Everyday Heroes*.

In **Year 12 HSC Course**, students undertake *Narrative and Human Experiences*, studying a prescribed text and related material to examine how narratives are constructed and shape our understanding of the world. They also complete *Writing for Purpose*, using prescribed and self-selected texts to refine written expression.

Across Stage 6, students engage with high-quality print and multimodal texts, including Australian texts and works by Aboriginal and Torres Strait Islander authors, representing diverse cultural, social and gender perspectives.

Further information is available on the NESA website:

https://curriculum.nsw.edu.au/learning-areas/english/english-studies-11-12-2024/overview/course

English Standard

What is the subject about?

English Standard allows students to engage with a broad range of quality texts, including classic and contemporary works from Australia and other cultures. The course focuses on how language forms, features and structures create meaning across academic, personal, social, cultural, historical and workplace contexts. Students analyse, respond to and compose texts to become confident and effective communicators, while developing critical and flexible approaches to interpreting language and representation.

Why study this subject?

Through studying and composing texts, students broaden their perspectives, evaluate information and assess how viewpoints are shaped and challenged. The course encourages appreciation of creativity and expression and develops higher-order thinking skills such as analysis, evaluation, synthesis and creativity. English Standard strengthens communication skills and prepares students for further study, work and active participation in diverse social and cultural contexts.

Learning Experiences

Students follow a structured program across Years 11 and 12.

In the **Year 11 Preliminary Course**, Reading to Write: Transition to English Standard develops close reading, analytical skills and reflective writing. Students study Module A: Contemporary Possibilities, examining storytelling in evolving technologies and modes, and Module B: Close Study of Literature, focusing on a substantial literary text.

In **Year 12 HSC Course**, students complete the Common Module: Texts and Human Experiences, exploring representations of human experience through a prescribed text and related material. They then study Module A: Language, Identity and Culture, analysing how texts shape individual and collective identities; Module B: Close Study of Literature, involving detailed study of a substantial text; and Module C: The Craft of Writing, where students examine quality texts to develop control of structure, language and form in their own compositions.

Across Stage 6, students engage with high-quality print and multimodal texts, including Australian texts and works by Aboriginal and Torres Strait Islander authors.

Further information is available on the NESA website:

https://curriculum.nsw.edu.au/learning-areas/english/english-standard-11-12-2024/overview

English Advanced

What is the subject about?

English Advanced is designed for students with a strong interest and ability in English who enjoy engaging with sophisticated texts that explore complex ideas. The course focuses on the appreciation, analysis and evaluation of literary texts from a range of contexts and cultures, including Australian texts and literature from the past and present. Students examine how language is used for artistic expression, how texts reflect, challenge and extend conventions, and how meaning is constructed and conveyed across written, spoken, visual, multimodal and digital forms.

Why study this subject?

English Advanced suits students who enjoy intellectual challenge and have a genuine love of literature. The course develops students' ability to think critically, refine their writing and produce sustained, detailed responses that demonstrate depth of interpretation. Students learn to articulate complex ideas clearly and creatively in both written and spoken forms, using language in nuanced and precise ways. These skills support independent, collaborative and reflective learning and prepare students for further study, work and training beyond school.

Learning Experiences

Across Years 11 and 12, students follow a structured program that develops close reading, analytical thinking and sophisticated writing.

In the **Year 11 Preliminary Course**, Reading to Write: Transition to English Advanced builds students' capacity to analyse and evaluate quality texts across modes. Students also study Module A: Narratives that Shape Our World, exploring how narratives convey ideas, values and perspectives, and Module B: Critical Study of Literature, involving detailed analysis of a substantial literary text.

In **Year 12 HSC Course**, students complete the Common Module: Texts and Human Experiences, examining representations of human experience through prescribed and related texts. They then undertake Module A: Textual Conversations, a comparative study of two texts; Module B: Critical Study of Literature, focusing on one prescribed text; and Module C: The Craft of Writing, where students study quality texts and apply their understanding of structure, language and form to their own sustained compositions.

Across Stage 6, students engage with diverse texts, including works by Aboriginal and/or Torres Strait Islander authors, representing a wide range of cultural, social and gender perspectives.

Further information is available on the NESA website:

https://curriculum.nsw.edu.au/learning-areas/english/english-advanced-11-12-2024/overview

English Extension (Year 11)

English Extension is designed for students undertaking English Advanced who want a specialised and intellectually challenging study of literature. Across the Preliminary course, Extension 1 and Extension 2, students engage with increasingly complex ideas, refine advanced critical and creative skills and deepen their understanding of how texts shape and reflect culture. Each course is one unit and must be taken sequentially. The program suits students who enjoy conceptual thinking, independent learning and sustained engagement with demanding texts. Students considering any English Extension course are encouraged to speak with their English teacher and/or the Learning Leader for guidance on suitability and expectations

What is this subject about?

Preliminary Extension focuses on Texts, Culture and Value, examining how texts from the past are re imagined in new contexts and how cultural values are maintained, challenged or transformed. Students explore a key text and its later manifestations across different media, developing insight into how meaning shifts across time and how texts participate in cultural conversations.

Why study this subject?

This subject suits students who enjoy conceptual thinking, independent research and close textual analysis. It strengthens critical and creative expression, builds confidence in working with complex ideas and provides the foundation required for Extension 1 and Extension 2.

Learning experiences

Students analyse a key text and its appropriations, compose analytical, imaginative and interpretive responses and complete a Related Research Project that develops independent investigation, critical thinking and an understanding of how texts are reshaped in new contexts.

Further information is available on the NESA website:

https://curriculum.nsw.edu.au/learning-areas/english/english-extension-11-12-2024/overview/course

English Extension 1 (Year 12)

What is this subject about?

Extension 1 centres on exploring how texts, authors, readers and contexts interact. Students examine how literary worlds are constructed through form, language and ideas and how these worlds reflect or challenge cultural values. The course encourages students to consider how meaning is shaped by personal, social, cultural and historical contexts.

Why study this subject?

This subject is suited to students who enjoy analysing complex ideas and experimenting with writing. It deepens literary understanding, sharpens analytical precision and develops the ability to craft sophisticated critical and creative compositions.

Learning experiences

Students engage with short texts and extracts that model different literary constructions, study three prescribed texts within one elective alongside a related text and compose responses that demonstrate conceptual insight and stylistic control.

Further information is available on the NESA website:

https://curriculum.nsw.edu.au/learning-areas/english/english-extension-11-12-2024/overview/course

English Extension 2 (Year 12) M

What is this subject about?

Extension 2 extends students' understanding of authorship, authority and the ways literature is created and interpreted. Through Author and Authority, students investigate how literary practices and critical traditions have evolved and consider their own role as composers as they develop an original Major Work.

Why study this subject?

This subject is ideal for students who want to pursue an area of personal interest through sustained independent research and composition. It develops autonomy, discipline and advanced compositional control. Students must maintain at least 11 HSC units throughout Year 12 to enrol.

Learning experiences

Students undertake an author study, engage with significant literary thinkers and produce a substantial Major Work that demonstrates conceptual clarity, textual integrity and purposeful manipulation of form and language. They document their process in a Major Work journal, reflecting on research, experimentation and authorial decisions.

Further information is available on the NESA website:

https://curriculum.nsw.edu.au/learning-areas/english/english-extension-11-12-2024/overview/course

Human Society and Its Environment (HSIE) Faculty

Ancient History

What is the subject about?

Through studying ancient civilisations, students learn about the interaction of societies and the impact of individuals and groups on historical developments and ways of life. The subject allows students to develop their own perspectives on the origins and influence of ideas, values and behaviours that continue to shape the modern world.

Why study this subject?

The study of Ancient History develops students' ability to think critically, research effectively and make informed and well-developed judgements. It strengthens analytical skills, deepens understanding of human behaviour across time and provides insight into the foundations of contemporary society. Students gain valuable experience in interpreting evidence, evaluating differing viewpoints and constructing reasoned arguments—skills that support academic success and informed citizenship.

Learning Experiences

In the **Year 11 Preliminary Course**, students examine the nature of Ancient History and the ways archaeology and science work together to uncover the past. They complete an independent historical investigation and explore case studies such as the Trojan War, Roman Games, Persepolis, Egyptian society and the roles of Greek and Roman women.

In the **Year 12 HSC Course**, all students study the core topic of Pompeii and Herculaneum, focusing on the excavation, preservation and interpretation of these sites. They also investigate ancient societies such as Sparta, significant personalities such as Agrippina and historical periods such as the Julio-Claudian dynasty in Rome.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/hsie/ancient-history-stage-6-2017

Business Studies

What is the subject about?

Business Studies explores how businesses operate and the ways they respond to the challenges of a dynamic and competitive environment. It examines the role of business in society and the ways individuals engage with business as consumers, employees and entrepreneurs. Students learn about the four key business functions: operations, marketing, finance and human resources and investigate how these functions interact to support business success. The course also introduces the nature of entrepreneurship and the skills and responsibilities of effective management.

Why study this subject?

Business Studies develops students' ability to think critically about the role of business and its ethical responsibilities. It strengthens communication skills through the analysis of real and hypothetical business situations and builds confidence in using the language of business. Students learn to interpret information, evaluate business performance and apply problem solving strategies. The course supports pathways into university business programs and complements other HSIE subjects such as Geography, Economics and Legal Studies. It also provides practical knowledge for students interested in running their own business or pursuing careers in areas such as marketing, management, finance or human resources.

Learning Experiences

In the **Year 11 Preliminary Course**, students study the nature of business, the responsibilities of management and the processes involved in establishing and planning a small to medium enterprise. They explore local business examples and develop foundational skills in analysing business operations and planning.

In the **Year 12 HSC Course**, students undertake an in-depth study of large businesses through the four key functions: operations, marketing, finance and human resources. They investigate business strategies, analyse performance using a range of information and consider how businesses respond to global and competitive pressures. The HSC course builds directly on the concepts introduced in Year 11.

Further information is available on the NESA website:

http://nsw.gov.au/education-and-training/nesa/curriculum/hsie/business-studies-stage-6-2010

Chinese Continuers

What is the subject about?

Chinese Continuers focuses on developing students' ability to communicate effectively in Mandarin/Putonghua, the most widely used variety of Chinese and a language spoken by approximately one quarter of the world's population. As one of the official languages of the United Nations and one of the fastest growing languages in New South Wales, Chinese plays a significant role in global, Asia-Pacific and Australian economic, political and cultural contexts. Chinese Continuers is designed for students who have completed the mandatory Year 8 course and an elective course in Years 9 and 10.

Why study this subject?

Studying Chinese enhances sociocultural and economic understanding between Australia and Chinese speaking countries and provides insight into the ideas, values and traditions of these communities. The course enables students to understand the language and culture of Chinese communities and to appreciate the contributions these communities make to Australian and global society. Additionally, it opens pathways for future learning and employment in fields such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism. Students develop strong communication skills, cultural awareness and linguistic proficiency that support both personal and professional opportunities in an increasingly interconnected world. Students should note that those who have attended a Chinese school or who speak Chinese regularly at home may not be eligible for this course and must complete a statutory declaration to confirm eligibility under NESA guidelines.

Learning Experiences

In the **Year 11 Preliminary Course**, students develop their skills and knowledge of Chinese through themes and associated topics explored across a range of texts and text types. They engage with language tasks that build proficiency and gain insight into the culture and daily life of Chinese-speaking communities.

In the **Year 12 HSC Course**, students study three prescribed themes that extend and refine their understanding of Chinese language and culture. They develop greater fluency, accuracy and confidence in communication and deepen their appreciation of the linguistic and cultural diversity of Chinese-speaking societies.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/languages/continuers/chinese-stage-6-2009

Economics

What is the subject about?

Economics examines how individuals, businesses, governments and nations make decisions about the allocation of scarce resources. It explores the forces that shape living standards and the quality of life experienced by people around the world. Students learn to think critically, construct logical arguments and analyse economic issues affecting Australia and the global economy. The subject provides a holistic understanding of how economies function and why economic outcomes differ across societies. It also encourages students to grapple with significant questions about equity, efficiency and the role of markets and governments.

Why study this subject?

Economics is highly valuable for students considering business-related university courses such as management, accounting, marketing or finance. It develops strong analytical and problem-solving skills and encourages lateral thinking. Students learn to interpret data, construct extended responses and evaluate policy options, building confidence in argument development. Economics also strengthens mathematical understanding through calculations and graphical interpretation. As a discipline, it opens pathways to careers in financial markets, business, forecasting, banking, insurance, tourism, resource management, property, government, town planning, foreign affairs and economic policy development. It complements Business Studies by focusing on broader industries and policy rather than individual firms.

Learning Experiences

In the **Year 11 Preliminary Course**, students study Introduction to Economics, Consumers and Business, Markets, Labour Markets, Financial Markets and Government in the Economy. These topics build foundational knowledge of how economies operate and how decisions are made by different economic agents.

In the **Year 12 HSC Course**, students examine The Global Economy, Australia's Place in the Global Economy, Economic Issues and Economic Policies and Management. They analyse contemporary economic challenges, evaluate government policy responses and develop a deeper understanding of Australia's economic performance within a global context.

Further information is available on the NESA website:

https://curriculum.nsw.edu.au/learning-areas/hsie/economics-11-12-2025/overview

Geography

What is the subject about?

Geography explores the relationships between people, places and environments at local, national and global scales. Students examine natural processes, human activities and the ways people respond to environmental and sustainability challenges. The course investigates ecosystems, population patterns, rural and urban change and global sustainability, helping students understand how the world works and how they can contribute to its future.

Why study this subject?

Geography develops skills in analysis, problem-solving, research and communication that are valued by universities and employers. It encourages students to become informed, engaged global citizens and provides a strong foundation for careers in areas such as town planning, environmental science, conservation, agriculture, tourism and government. Geography pairs well with subjects including Biology, Earth and Environmental Science, Business Studies and Economics.

Learning Experiences

In the **Year 11 Preliminary Course**, students study Earth's Natural Systems, People, Patterns and Processes and Human–Environment Interactions, investigating how people and environments influence each other. A key component is the Senior Geography Project, where students conduct an independent research investigation. Fieldwork is compulsory and may involve travel beyond the Sydney region.

In the **Year 12 HSC Course**, students examine Ecosystems and Global Biodiversity, Rural and Urban Places and Global Sustainability, exploring contemporary environmental, social and economic challenges and strategies for sustainable management.

Further information is available on the NESA website:

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

History Extension (Year 12) M

What is the subject about?

History Extension is a one-unit Year 12 course for students who are interested in how history is written and how historians construct interpretations of the past. It is only available in Year 12 and requires students to have studied Ancient or Modern History in Year 11 and to continue with one of these subjects in Year 12. The course examines the different ways historians have attempted to understand past events and the challenges and limitations associated with these approaches. Students explore historiography across ancient, medieval and modern contexts and investigate the nature of historical inquiry, interpretation and argument.

Why study this subject?

History Extension is suited to students who enjoy higher-order thinking and want to deepen their understanding of how historical knowledge is produced. It develops advanced skills in critical reading, analytical thinking and independent research. Students learn to evaluate competing interpretations, question assumptions and construct sophisticated arguments, skills that support success in university study and intellectually demanding fields. Because the course requires strong analytical ability, students need to have demonstrated high achievement in their Year 11 Ancient or Modern History course.

Learning Experiences

Students explore a series of case studies drawn from ancient, medieval and modern history to investigate how historians interpret evidence and construct accounts of the past. They also undertake a major research project in an area of personal interest, applying research methodologies to produce an extended, evaluative historical investigation. This project allows students to work independently, engage deeply with historical debates and refine their ability to communicate complex ideas with clarity and precision. The course is academically rigorous and designed for students prepared for conceptually challenging study.

Further information is available on the NESA website:

https://curriculum.nsw.edu.au/learning-areas/hsie/history-extension-11-12-2024/overview

Indonesian Beginners

What is the subject about?

Indonesian Beginners is a two-year Stage 6 course designed for students who wish to commence their study of Indonesian at senior level. It is intended only for students with no prior experience of the language, or whose experience is limited to 100 hours or less in Stage 4 or 5. The course introduces Bahasa Indonesia, the national language spoken throughout the Indonesian archipelago, and provides insight into Indonesia's rich and diverse culture, shaped by its long history at the commercial and cultural crossroads of South East Asia. As Australia's close neighbour, Indonesia plays a significant role in regional relationships, and learning Indonesian promotes understanding, harmony and cooperation between the two nations.

Why study this subject?

Studying Indonesian gives students access to the cultural traditions, beliefs, customs, art and ways of thinking of Indonesian communities. It enhances intercultural understanding and supports the positive features of Australia's culturally diverse society. Indonesian is an accessible language for beginners due to its Romanised script, regular phonetic pronunciation and non-tonal structure. The ability to communicate in Indonesian provides opportunities for future learning and employment in fields such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism, both in Australia and internationally.

Learning Experiences

In the **Year 11 Preliminary Course**, students develop foundational communication skills in Indonesian through topics that provide meaningful contexts for language use. They build knowledge and understanding of Indonesian language and culture by engaging with a variety of texts and tasks.

In the **Year 12 HSC Course**, students extend and refine their communication skills in Indonesian across a broader range of contexts defined by prescribed topics. They deepen their understanding of language and culture and gain greater confidence in expressing themselves in Indonesian.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/languages/beginners/indonesian-stage-6-2009

Legal Studies

What is the subject about?

Legal Studies explores the laws, institutions and processes that regulate Australian society and protect individual and community rights. Students examine how law is generated, structured and applied in both Australian and international contexts. The course develops an understanding of legal concepts, the operation of the legal system and the impact of legal decisions on individuals and society. It encourages students to think critically about justice, fairness and the responsibilities of citizens in a democratic society.

Why study this subject?

Legal Studies helps students understand their legal rights and responsibilities and how the legal system affects everyday life. It fosters respect for cultural diversity and encourages students to question and evaluate legal and political structures in Australia and internationally. The course develops skills in critical analysis, independent research, collaboration and effective communications kills essential for further study, work and active citizenship. It provides a strong foundation for a wide range of careers, including criminology, cyber security, human resources, social work, government, policing, policy development and law.

Learning Experiences

In the **Year 11 Preliminary Course**, students explore the Legal System, examining how laws are made and enforced. They study the Individual and the Law, focusing on rights, responsibilities and legal protections, and they investigate Law in Practice through contemporary examples that show how the law operates in real world contexts.

In the **Year 12 HSC Course**, students study Crime, analysing the criminal justice system from investigation to sentencing. They examine Human Rights, exploring their development, protection and ongoing challenges in the global environment. Students also undertake two additional options from areas such as Consumers, Family, Shelter, Workplace, Indigenous Peoples, Global Environmental Protection and World Order.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/hsie/legal-studies-stage-6-2009

Modern History

What is the subject about?

Modern History challenges students to examine the major social, technological, economic, political and moral transformations of the nineteenth and twentieth centuries that have shaped the modern world. It requires students to analyse the causes, progress and effects of these transformations and to make informed judgements about them. The subject is especially relevant because many of the events and issues studied continue to influence contemporary society, allowing students to connect historical developments with the world they live in today.

Why study this subject?

Modern History develops skills that are highly valued in the 21st Century, including the fluent communication of ideas, critical analysis of primary and secondary sources, the ability to deconstruct texts and narratives, intelligent questioning, hypothesis testing and effective use of information technologies. Students gain a broader understanding of how the present world has emerged and strengthen their written and evaluative skills, providing excellent preparation for a wide range of university courses and future careers.

Learning Experiences

In the **Year 11 Preliminary course**, students may study topics such as the American Civil War, the Boxer Rebellion, Imperialism, Tibet and China, as well as completing an Independent Research task. These studies introduce students to key historical debates, methods and perspectives.

In the **Year 12 HSC course**, students may investigate topics such as Nazi Germany, the USA from 1919–1941, China from the Cultural Revolution to Tiananmen Square and Conflict in Europe during World War II. These depth studies allow students to analyse significant modern events, personalities and movements and to evaluate their lasting impact.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/hsie/modern-history-stage-6-201

Work Studies

What is the subject about?

Work Studies aims to equip students with the skills, knowledge and confidence needed to make a successful transition from school to work, further education or training. The course explores the changing nature of work in a world shaped by technological, social and economic transformation. Students learn how individuals engage with work, how career pathways evolve over time and how to adapt to new opportunities and challenges. Work Studies is a full HSC course but is non-ATAR, making it particularly suitable for students considering vocational pathways, apprenticeships, traineeships or TAFE and college training after school.

Why study this subject?

Work Studies combines classroom learning with practical exposure to industry, training providers and employers. Students learn how to prepare effective job applications, communicate in workplace settings, manage work and life commitments and develop enterprise and teamwork skills. The course supports students who are not at school fulltime due to vocational programs and reduces pressure by removing the need for an HSC examination. Students who wish to receive an ATAR must study at least five other ATAR eligible subjects alongside Work Studies.

Learning Experiences

Across Years 11 and 12, students explore the workplace and the expectations placed on employees. They learn how to prepare job applications, communicate effectively, work collaboratively and manage personal finances. It helps students understand the world of work, plan for future employment and develop the adaptability required in a rapidly changing job market. The course offers in-depth studies of workplace issues, self-employment and enterprise projects, with opportunities for additional work placements and discussions with employers and training organisations. The overarching themes of the course include career planning, performing work tasks, working with others and managing change. Work Studies complements subjects such as Numeracy, English Studies, VET and TVET courses, as well as practical and vocationally oriented subjects in TAS and the Creative Arts. It also supports students completing apprenticeships and traineeships.

Further information is available on the NESA website:

https://curriculum.nsw.edu.au/learning-areas/hsie/work-studies-stage-6-cec-2012/overview

Mathematics Faculty

At Inaburra, all Year 11 students study two units of Mathematics. They may choose from **Numeracy**, **Mathematics Standard** or **Mathematics Advanced**. Students who take Mathematics Advanced may also study **Mathematics Extension 1**.

In Year 12, students who studied Extension 1 may continue with it, and may also choose the more challenging **Mathematics Extension 2** course. Extension 2 is only available in Year 12 and can only be taken by students studying both Extension 1 and Mathematics Advanced concurrently.

Students are encouraged to discuss their progress with their Year 10 Mathematics teacher or the Learning Leader Mathematics before selecting a course.

Numeracy

What is the subject about?

Numeracy is designed for students who would benefit from strengthening essential mathematical skills for everyday life. The course focuses on practical, real-world mathematics and supports students in applying numeracy skills in meaningful contexts, including work, further learning and daily activities. It also reinforces the mathematics required in other subjects and is particularly suitable for students completing VET courses and TAFE programs. It also supports students completing apprenticeships and traineeships.

Why study this subject?

Numeracy is ideal for students who want a supportive, practical mathematics course that contributes to their HSC but not to their ATAR. It provides a positive learning environment where students can build confidence and competence in everyday maths. The course suits students who prefer applied learning and who want to develop skills that will assist them beyond school.

Learning Experiences

Numeracy counts as two units in both Year 11 and Year 12. There is no external HSC examination, and the course does not contribute to an ATAR. Students who wish to receive an ATAR must study at least twelve units in Year 12.

Topics in **Year 11 Preliminary Course** include Whole Numbers, Fractions and Decimals, Measurement, Time, Data, Metric Relationships and Chance.

Topics covered in the **Year 12 HSC Course** include Operations with Numbers, Finance, Location, Time and Temperature, Space and Design, Statistics and Probability, and Exploring with NRMT

Further information is available on the NESA website:

https://curriculum.nsw.edu.au/learning-areas/mathematics/numeracy-stage-6-cec-2021/overview

Mathematics Standard (Year 11)

What is the subject about?

Mathematics Standard is a practical course that focuses on the application of mathematics in everyday life. It is designed to build useful, relevant mathematical understanding. Students learn to interpret information, solve practical problems and communicate their mathematical thinking clearly.

Why study this subject?

Mathematics Standard is suited to students who prefer learning through practical examples and who want a course that is less abstract than calculus-based mathematics. It is appropriate for students from any Year 10 class and contributes to an ATAR in the same way as Advanced or Extension courses. The course provides valuable skills for future employment, further training and many tertiary pathways.

Learning Experiences

In the **Year 11 Preliminary Course**, students study algebraic relationships, measurement, financial mathematics and statistical analysis. These topics develop practical skills such as using formulas, interpreting data, managing time and understanding financial decisions.

In **Year 12**, students continue in Mathematics Standard 2, or may move to Mathematics Standard 1 if they find the content challenging. Students in Standard 2 complete a compulsory HSC examination. Students in Standard 1 may choose whether or not to sit the HSC examination; if they do, the course may contribute to their ATAR.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/mathematics/mathematics-standard-stage-6-2017

Mathematics Standard 1 (Year 12)

What is the subject about?

Mathematics Standard 1 is designed for students who found the Year 11 Standard course challenging but wish to continue studying mathematics in the HSC. It focuses on practical, everyday mathematics and helps students build confidence, improve problem solving skills and communicate their thinking effectively.

Why study this subject?

This course is suited to students planning to enter the workforce or pursue further training after school. It provides essential mathematical skills for life and work. Students may choose to sit the optional HSC examination; if they do, the course may contribute to their ATAR.

Learning Experiences

Students study algebraic relationships, right-angled trigonometry, rates, scale drawings, financial mathematics including depreciation and loans, statistical analysis and basic network concepts. The course emphasises practical application and clear communication of mathematical ideas.

Further information is available on the NESA website:

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

Mathematics Standard 2 (Year 12)

What is the subject about?

Mathematics Standard 2 is designed for students who need practical mathematical skills for everyday life and future careers. It focuses on real world applications rather than abstract theory and develops confidence in explaining and applying mathematical ideas.

Why study this subject?

This course is ideal for students who want to understand how mathematics is used in practical contexts and who plan to enter careers that rely on applied mathematics and basic statistics. It supports pathways into business, trades, health, hospitality, policing, education and many other fields.

Learning Experiences

Students study algebraic relationships, trigonometry, rates and ratios, financial mathematics involving investments, loans and annuities, and networks including critical path analysis. They learn to apply mathematics to real life situations and to communicate their reasoning clearly. Students are encouraged to check university prerequisites, as some courses recommend or assume Mathematics Advanced.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/mathematics/mathematics-standard-stage-6-2017

Mathematics Advanced

What is the subject about?

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, further aspects of mathematics that are applicable to the real world. The course develops students' understanding of key mathematical concepts, particularly in relation to functions, trigonometry, statistics and financial mathematics, and supports the interpretation and communication of mathematics in a variety of forms.

Why study this subject?

This course enables students to develop higher order thinking skills, an appreciation of the scope, usefulness, beauty and elegance of mathematics, and the ability to reason in a broad range of mathematical contexts. Students learn to apply mathematical techniques to the solution of practical problems and to develop competence in differentiating and integrating a range of functions. Mathematics Advanced has general educational merit and is useful for concurrent studies in science courses, Engineering Studies and Economics. It provides a sound basis for further study in mathematics at tertiary level and supports university courses such as life sciences, commerce and related disciplines. Many universities, including the University of Sydney, identify Mathematics Advanced as recommended or prerequisite study for a range of courses, and students are advised to research tertiary entry requirements published by universities and UAC before selecting this course.

Learning Experiences

In the **Year 11 Preliminary Course**, students engage with the study of functions, trigonometric functions including the measurement of angles, functions and identities, an introduction to differentiation through calculus, exponential and logarithmic functions, and statistical analysis involving probability and discrete probability distributions.

In the **Year 12 HSC Course**, students extend their learning through graphing techniques for functions, the study of trigonometric graphs, differential and integral calculus with practical applications, financial mathematics involving the modelling of financial situations, and statistical analysis including descriptive statistics, bivariate data analysis and random variables.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/mathematics/mathematics-advanced-stage-6-2017

Mathematics Extension 1

What is the subject about?

Mathematics Extension 1 is an additional, more challenging course studied alongside Mathematics Advanced. It extends the concepts learned in Advanced and introduces new areas of mathematics that require strong algebraic skills, persistence and a willingness to engage with complex problems.

Why study this subject?

This course is ideal for students who enjoy challenging mathematics and who performed very strongly in Stage 5. It provides a strong foundation for university study in fields such as science, engineering, economics and computer science.

Learning Experiences

In the **Year 11 Preliminary Course**, students study functions and polynomials, advanced trigonometry including identities, rates of change through calculus and combinatorics.

In the **Year 12 HSC Course**, students explore proof by mathematical induction, vectors, trigonometric equations, advanced calculus and applications, and the binomial distribution. The course strengthens reasoning, abstraction and problem-solving skills.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/mathematics/mathematics-extension-1-stage-6-2017

Mathematics Extension 2 (Year 12)

What is the subject about?

Mathematics Extension 2 is the most challenging mathematics course offered in the HSC. It is designed for students with exceptional mathematical ability who are already studying Extension 1. The course extends all prior learning and introduces sophisticated mathematical concepts that require deep understanding and high-level reasoning.

Why study this subject?

Extension 2 is suited to students who are passionate about mathematics and who wish to pursue more intensive mathematics degrees such as engineering, physics, computer science or advanced mathematics. It develops exceptional problem-solving skills, creativity and mathematical insight.

Learning Experiences

Students apply or are invited to study Extension 2 at the end of Term 3 in Year 11. Lessons are typically held outside normal school hours, though Inaburra plans to timetable Extension 2 within regular hours from 2027. The course builds on all content from Advanced and Extension 1 and requires sustained commitment, independence and strong study habits.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/mathematics/mathematics-extension-2-stage-6-2017

Music Faculty

The Music faculty offers three distinct Stage 6 courses: Music 1, Music 2 and Music Extension. These courses cater to students with a wide range of musical backgrounds, interests and levels of formal training. All students studying Music for the HSC participate in their Core Ensemble, which aligns with their primary instrument, as well as Senior A Cappella Choir, which is incorporated into class time. Each course develops students' skills in performance, composition, musicology and aural understanding, with increasing levels of specialisation and complexity across the three pathways.

Music 1 M

What is the subject about?

Music 1 builds on the Year 9 and 10 elective courses and is designed for students with diverse musical backgrounds and interests. It assumes students have developed performance and music literacy skills, including prior experience with musical notation. Music 1 explores the concepts of music through performance, composition, musicology and aural work across a wide range of styles, periods and genres.

Why study this subject?

Music 1 allows students to develop their musical abilities in a flexible course that accommodates a variety of skill levels and stylistic interests. It encourages creativity, critical listening and expressive performance. Students refine their understanding of the concepts of music—duration, pitch, tone colour, texture, structure and dynamics—and learn to apply these in practical and analytical contexts. The course supports students who wish to specialise in performance, composition or musicology in the HSC year.

Learning Experiences

Students engage in performance, composition, musicology and aural activities that develop their musical understanding. They learn through playing, singing, listening, creating, analysing, evaluating and responding to music. In the HSC year, students select three electives in any combination of performance, composition or musicology, alongside a core aural examination. Their final performance is externally assessed by NESA examiners.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/creative-arts/music-1-stage-6-2009

Music 2 M

What is the subject about?

Music 2 builds on the Years 7–10 Mandatory and Additional Study courses and focuses on Western art music. It assumes students have a formal background in music, including music literacy and experience with formal examinations. Students study the concepts of music through performance, composition, musicology and aural work, with an emphasis on understanding compositional techniques across different historical periods and styles.

Why study this subject?

Music 2 is suited to students with strong musical training who wish to deepen their theoretical, analytical and performance skills. The course revisits the concepts of music at increasing levels of complexity, enabling students to synthesise musical ideas and evaluate music critically. It provides a strong foundation for tertiary music study and supports advanced development in performance, composition and musicological research.

Learning Experiences

Students develop skills through integrated performance, composition, musicology and aural activities. They engage in playing, singing, improvising, listening, analysing, creating and notating music. In the HSC year, students specialise in one elective area: performance, composition or musicology.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/creative-arts/music-2-stage-6-2009

Music Extension (Year 12) M

What is the subject about?

Music Extension is available to students studying Music 2 who wish to specialise further in Performance, Composition or Musicology. Entry is by consultation with the teacher to ensure students have the musical literacy and skills needed for advanced study. The course builds directly on Music 2 and allows students to focus deeply on one chosen area.

Why study this subject?

Music Extension is suited to highly capable and motivated music students who want to refine their skills and work at an advanced level. It supports pathways into tertiary music study and related creative fields, and it encourages independence, discipline and artistic development.

Learning Experiences

Students complete an individualised program in their chosen specialisation. Performance students prepare an advanced recital, Composition students develop an original portfolio of works and Musicology students produce a substantial research essay. Throughout the course, students work closely with their teacher to refine their craft and develop a major work that is externally examined by NESA.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/creative-arts/music-2-stage-6-2009

Personal Development, Health & Physical Education (PDHPE) Faculty

Community and Family Studies

What is the subject about?

Community and Family Studies is a 2-unit course that examines the interactions between individuals, families and communities, and the ways people manage resources to meet their needs. The course provides foundational knowledge and skills relevant to a wide range of tertiary pathways, including nursing, medicine, law, social work, welfare, education and policing. Students explore how individuals relate to one another, how families adapt to change and how broader social and technological shifts influence wellbeing.

Why study this subject?

This course helps students develop positive attitudes toward themselves and others, understand the dynamics of family and community relationships and appreciate the importance of effective communication. It encourages students to think critically about social issues and equips them with skills in research, analysis and argument development. Students who are interested in how people live, interact and respond to change will find this course particularly engaging.

Learning Experiences

In the **Year 11 Preliminary Course**, students study Resource Management, exploring basic concepts in managing resources; Individuals and Groups, examining roles, relationships and group dynamics; and Families and Communities, focusing on family structures, functions and the relationship between families and the wider community.

In the **Year 12 HSC Course**, students study Research Methodology, developing research skills through the completion of an Independent Research Project. They also explore Groups in Context, examining the characteristics and needs of specific community groups; Parenting and Caring, focusing on the roles and challenges faced by parents and carers; and the Social Impact of Technology, analysing how evolving technologies influence individuals and lifestyles.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/pdhpe/cafs-stage-6-2022

Health and Movement Science

What is the subject about?

Health and Movement Science is the new Stage 6 course that replaced PDHPE in NSW from 2025. It develops students' capacity to think critically about health and movement and to make informed decisions that support healthy, active lifestyles for individuals and communities. The course examines the health status of Australians, the factors that influence health outcomes and the scientific, psychological and social elements that shape movement and performance. It focuses on five key propositions: educative purpose, a strengths-based approach, valuing movement, developing health literacy and applying a critical inquiry approach.

Why study this subject?

Health and Movement Science equip students with the knowledge and skills needed to navigate the dynamic nature of health, wellbeing and physical performance. It encourages collaboration, analysis, communication, creative thinking, problem-solving and research skills that are valuable in a wide range of future study and career pathways. The course allows students to explore areas of personal interest in depth and apply health and movement concepts to real world contexts and diverse population groups.

Learning Experiences

In the **Year 11 Preliminary Course**, students study Health for Individuals and Communities, examining health status and the factors influencing wellbeing; The Body in Mind and Motion, exploring movement, performance and the body systems involved; a Collaborative Investigation, where students work together to explore a health or movement issue; and Depth Studies, where they investigate selected topics in greater detail.

In the **Year 12 HSC Course**, students study Health in an Australian and Global Context, health priorities and inequalities, additional depth studies and advanced movement and performance concepts.

Further information is available on the NESA website:

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

See page 63 for VET: Fitness – Certificate III.

Fitness is delivered by the PDHPE Faculty and described in the VET section of this booklet.

Science Faculty

Biology

What is the subject about?

Biology explores the diversity of life from the molecular level to entire biological systems. It examines how living things interact with each other and with their environments. Furthermore, it develops an understanding of personal and public health, sustainability and the remarkable variety of life on Earth. The course emphasises scientific inquiry and the processes that underpin biological understanding, encouraging students to think critically about the natural world.

Why study this subject?

Biology is suited to students who have achieved at least a sound level in Stage 5 Science and who have developed solid literacy skills. It provides a strong foundation for tertiary study in fields such as science, medicine, health, engineering and environmental studies. Students who are curious about living systems, health, disease and ecological relationships will find this course particularly engaging.

Learning Experiences

In the **Year 11 Preliminary Course**, students study Cells as the Basis of Life, Organisation of Living Things, Biological Diversity and Ecosystem Dynamics.

In the **Year 12 HSC Course**, they explore Heredity, Genetic Change, Infectious Diseases and non-infectious Diseases and Disorders. Biology uses the 'working scientifically' processes to develop investigative skills, problem-solving abilities and critical thinking. Students design and conduct investigations both independently and collaboratively, and each year includes a minimum of 15 hours dedicated to depth studies. The course maintains a strong practical focus and incorporates technologies used in modern biological research.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/science/biology-stage-6-2017

Chemistry

What is the subject about?

Chemistry explores the structure, composition and reactions of elements, compounds and mixtures. It investigates how substances interact, how energy and matter influence chemical processes and how chemical principles underpin both natural phenomena and industrial applications. Chemistry is central to scientific progress, sustainability and the development of new technologies.

Why study this subject?

Students who have achieved a high level in Stage 5 Science and who possess strong literacy and numeracy skills are well suited to Chemistry. The course provides essential foundations for tertiary study in scientific, medical, engineering, industrial and environmental fields. Students who enjoy analysing patterns, understanding reactions and explaining events at the atomic and molecular level will thrive in this subject.

Learning Experiences

In the **Year 11 Preliminary Course**, students study Properties and Structure of Matter, Introduction to Quantitative Chemistry, Reactive Chemistry and Drivers of Reactions.

In the **Year 12 HSC Course**, they explore Equilibrium and Acid Reactions, Acid–Base Reactions, Organic Chemistry and Applying Chemical Ideas. Chemistry uses the 'working scientifically' processes to develop investigative, analytical and problem-solving skills. Students conduct investigations, engage with scientific models and apply chemical theories to real-world contexts. Each year includes a minimum of 15 hours of depth studies.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/science/chemistry-stage-6-2017

Earth and Environmental Science

What is the subject about?

Earth and Environmental Science examines the Earth's renewable and non-renewable resources, the processes that shape the planet and the environmental challenges facing modern society. Students investigate natural phenomena, geological structures, climate systems and human impacts on the environment. The course emphasises sustainability and the responsible management of Earth's resources.

Why study this subject?

This course is ideal for students interested in environmental issues, ecology, sustainability, climate science, geology or environmental planning. It builds on Stage 5 Science and provides foundational knowledge for tertiary study and careers in environmental science, resource management, conservation, agriculture, mining, climate research and related industries. Students who want to understand how the Earth works and how humans can protect it will find this course meaningful and relevant.

Learning Experiences

In the **Year 11 Preliminary Course**, students study Earth's Resources, Plate Tectonics, Energy Transformations and Human Impacts.

In the **Year 12 HSC Course**, they explore Earth's Processes, Hazards, Climate Science and Resource Management. Earth and Environmental Science uses the 'working scientifically' processes to develop investigative, analytical and communication skills. Students conduct investigations, analyse qualitative and quantitative data and form evidence-based conclusions. Each year includes a minimum of 15 hours of depth studies.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/science/earth-and-environmental-science-stage-6-2017

Investigating Science

What is the subject about?

Investigating Science is designed to complement the study of the traditional science disciplines by giving students additional opportunities to engage with scientific processes and apply them to personal, community and global issues. The course emphasises how scientific knowledge develops over time and how evidence-based understanding helps humans interpret their interactions with the world and the wider universe. Students explore the nature of science itself, examining how observations, inferences, models, theories and laws shape scientific thinking.

Why study this subject?

Investigating Science is suitable for students across a wide range of achievement levels. It can be taken as a standalone science subject or alongside other sciences to strengthen scientific literacy and inquiry skills. Students who enjoy STEM activities, emerging technologies and practical problem-solving will find this course engaging. It is ideal for students who are willing to work both independently and collaboratively on scientific investigations and who want to develop capabilities that support participation in a rapidly changing technological landscape.

Learning Experiences

In the **Year 11 Preliminary Course**, students study Cause and Effect through observing, inferring and generalising, followed by Scientific Models and Theories and Laws.

In the **Year 12 HSC Course**, they explore Scientific Investigations, Technologies, Fact or Fantasy, and Science and Society. The course is strongly centred on 'working scientifically' processes, developing skills in questioning, predicting, planning, conducting investigations, processing and analysing data, solving problems and communicating evidence-based arguments.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/science/investigating-science-stage-6-2017

Physics

What is the subject about?

Physics explores matter, energy and motion, from the behaviour of subatomic particles to the structure and evolution of the Universe. It helps students understand the physical world, appreciate the uniqueness of the cosmos and apply scientific principles to contemporary and future challenges. Physics develops the ability to model real-world phenomena, analyse relationships between variables and use quantitative reasoning to explain observations.

Why study this subject?

Physics is suited to students who have achieved a high level in Stage 5 Science. It is strongly recommended that students also study Mathematics Advanced or Mathematics Extension, as the course requires solving equations, interpreting models and analysing interconnected physical systems. Physics provides a foundation for tertiary study and careers in scientific research, engineering, industrial design, communications, technology and emerging fields such as sustainability and materials science.

Learning Experiences

In the **Year 11 Preliminary Course**, students study Kinematics, Dynamics, Waves and Thermodynamics, and Electricity and Magnetism.

In the **Year 12 HSC Course**, they explore Advanced Mechanics, Electromagnetism, The Nature of Light and From the Universe to the Atom. Physics strengthens skills through modelling, analysing theories and laws, and investigating the connectedness of physical phenomena. Students develop problem-solving abilities and scientific reasoning through investigations.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/science/physics-stage-6-2017

Science Extension (Year 12) M

What is the subject about?

Science Extension is a one-unit Year 12 course that focuses on the nature, development and processes of science. It challenges students to engage with complex scientific ideas, evaluate contemporary research and understand how scientific knowledge is constructed. Students investigate a scientific research question connected to one or more of their science disciplines and produce a detailed scientific research report that reflects the standards of academic scientific writing.

Why study this subject?

Science Extension is designed for students with a strong passion for science and a desire to undertake authentic scientific research. It is suited to students who excel in their Year 11 science courses and who are interested in pursuing STEM pathways at university. Students should be motivated, analytical and capable of working independently. Teachers nominate suitable students based on their Year 11 performance.

Learning Experiences

In the **Year 12 HSC Course**, students study: The Foundations of Scientific Thinking, The Scientific Research Proposal, Data, Evidence and Decisions, and The Research Report. Students design and conduct their own scientific investigation, initially using small datasets, and refine their skills in data analysis, interpretation and scientific communication. They are encouraged to work with practising scientists or engineers as mentors, gaining insight into real scientific practice and research culture.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/science/science-extension-stage-6-2017

Technological and Applied Studies (TAS) Faculty

Design and Technology M

What is the subject about?

Design and Technology explores the role of design in shaping the world and examines how technologies are used to create meaningful solutions that impact individuals, society and the environment. Students investigate both the positive contributions designers make and the potential impacts of design and production. The course emphasises sustainable choices in materials, technologies and techniques and encourages students to apply this understanding to their own design problems. It is a hands-on, creative and analytical subject that develops students' ability to design, produce and evaluate innovative solutions.

Why study this subject?

Design and Technology is ideal for students who enjoy creative problem-solving, hands-on making and exploring how products, systems and environments are developed. It builds skills in project management, research, communication, innovation and critical thinking. Students use specialised technologies such as laser cutters and 3D printers and apply sustainable design principles. The course supports pathways into design, engineering, architecture, industrial design, product development and a wide range of creative and technical fields.

Learning Experiences

In the **Year 11 Preliminary Course**, students complete at least two design projects that develop skills in designing and producing through practical, workshop-based activities. Projects may include lighting products, desk organisers, hand tools, furniture or other student-driven ideas. Students also complete a case study of a designer of their choice and document all design work in a design folio that communicates ideas, project management and design processes.

In the **Year 12 HSC Course**, most of the year is dedicated to the Major Design Project. Students identify a real-world need or opportunity and develop a solution from concept to final product, managing the entire design process from research and idea generation to testing and evaluation. Projects may be completed in any design discipline and tailored to students' interests and skills. A case study on innovation is also completed, and the Major Design Project and folio are externally assessed by NESA.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/tas/design-and-technology-stage-6-2013

Engineering Studies

What is the subject about?

Engineering Studies develops students' understanding of how mathematical, scientific and technological principles are applied to solve real-world problems. The course integrates engineering knowledge with business and management concepts, giving students insight into how engineered products and systems are designed, produced and evaluated. It promotes environmental, economic and global awareness, and strengthens skills communication, teamwork, information technology and self-directed learning. Students explore how engineered systems work and learn to generate solutions to a wide variety of engineering challenges.

Why study this subject?

Engineering Studies is ideal for students who enjoy understanding how things work and who are interested in engineering problem-solving. The course provides a strong foundation for tertiary study in engineering, industrial design, science, technology and related fields. It also equips students with transferable skills that support careers in emerging technologies and innovation. Students are encouraged to study Mathematics Advanced or Mathematics Extension, as well as Physics, to fully engage with the quantitative and analytical aspects of the course.

Learning Experiences

In the **Year 11 Preliminary Course**, students study Engineering Fundamentals, Engineered Products, Braking Systems and Biomedical Engineering.

In the **Year 12 HSC Course**, they explore Civil Structures, Personal and Public Transport, Aeronautical Engineering and Telecommunications Engineering. These modules allow students to examine a diverse range of engineered products and systems, including motor vehicles, communication devices, aircraft, bridges and biomedical technologies.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/tas/engineering-studies-stage-6-2011

Food Technology

What is the subject about?

Food Technology is a 2-unit HSC course that examines food as an applied science. It provides students with foundational knowledge and practical skills relevant to many tertiary pathways, including nutrition, dietetics, hospitality, food science, event management and health-related fields. Students experiment with foods, investigate functional properties and develop food products that meet a range of consumer needs. No prior study of Food Technology in Years 9 and 10 is required.

Why study this subject?

Food Technology is suited to students who enjoy hands-on experimentation, investigating how food behaves and understanding the food industry. The course is interactive and responsive to changing trends in food production, nutrition and consumer behaviour. Students develop analytical and project-management skills and gain an understanding of how food choices influence health and wellbeing.

Learning Experiences

In the **Year 11 Preliminary Course**, students explore Food Availability and Selection, examining influences on food choices and investigating the functional properties of food through experimental work. They also study Food Quality, focusing on safe storage, preparation, presentation and sensory characteristics, and Nutrition, which examines nutrients and diets for optimal health.

In the **Year 12 HSC Course**, students study the Australian Food Industry, including its sectors, policies and legislation. They then explore Food Manufacture, investigating processing, preservation, packaging and distribution. Food Product Development examines why new products are created and the steps involved in development, while Contemporary Nutrition Issues focuses on diet and health in Australia. Students also participate in field studies, such as visiting facilities to observe food processing and manufacturing in action.

Food Technology prepares students for future pathways in areas such as hospitality, event management, food technology, dietetics, nutrition, marketing, education and nursing, while also equipping students with practical skills for informed food choices and personal health.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/tas/food-technology-stage-6-2013

Industrial Technology (Timber & Furniture Technologies) M

What is the subject about?

Industrial Technology (Timber & Furniture Technologies) develops students' understanding of how timber products are designed, produced and evaluated. The course builds on principles taught in Stage 5 Industrial Technology, though motivated Year 11 students may begin without prior experience. Students explore the timber and furniture industry, manufacturing technologies and develop practical skills through hands-on project work. A major component of the HSC year is the creation of a substantial timber project supported by a detailed folio, both externally assessed by NESA.

Why study this subject?

This course suits students who enjoy hands-on making and problem-solving and want to understand how products are designed and manufactured. It develops skills in project management, documentation, communication and the safe use of tools, machinery and emerging technologies. Students gain experience using equipment such as laser cutters, CNC routers and a range of hand and power tools. The course supports pathways into trades, furniture design, carpentry, product design, manufacturing and engineering-related fields.

Learning Experiences

In the **Year 11 Preliminary Course**, students investigate an organisation within the timber industry, learn how to design and plan projects and explore management and communication processes. They develop practical skills through producing timber projects while documenting design processes and evaluation.

In the **Year 12 HSC Course**, students deepen their understanding of the timber industry through company structures, WHS considerations, career pathways and technical operations. Most of the year is dedicated to the Major Project, where students design, manage, document and produce a substantial timber product supported by a comprehensive folio. Knowledge is assessed in the written HSC examination. Materials for the major project are at the student's expense.

Further information is available on the NESA website:

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

Important Note: Only one focus area of Industrial Technology can be studied – i.e. Multimedia Technologies and Timber & Furniture Technologies cannot be studied together.

Software Engineering

What is the subject about?

Software Engineering develops students' ability to apply a systematic approach to creative problem-solving through coding, design and digital project development. It reflects the rapidly expanding role of technology in society and the increasing demand for people who understand how software, systems and digital tools are created. Students learn to think logically, design solutions and build software that responds to real-world needs. The course is practical, hands on and culminates in a major project in Year 12 driven by each student's creativity and interests.

Why study this subject?

Students who enjoy coding, technology, digital design or STEM innovation will find Software Engineering both challenging and rewarding. Coding skills are highly sought after across industries from banking to marketing, from drone development to gaming, and especially in the fast-growing field of cyber security. The course helps students build a competitive advantage by combining technical skills with creativity and problem-solving.

Learning Experiences

In the **Year 11 Preliminary Course**, students study Programming Fundamentals, the Object-Oriented Paradigm and Programming Mechatronics. These modules introduce core programming concepts and the logic behind software design.

In the **Year 12 HSC Course**, students explore Secure Software Architecture, Programming for the Web, Software Automation and complete a Software Engineering Project. Python is the primary programming language used throughout the course, and students install it on their school-managed devices to practise syntax and complete practical tasks. The HSC examination is completed electronically, requiring students to code confidently in Python.

Further information is available on the NESA website:

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

Textiles and Design M

What is the subject about?

Textiles and Design explores the significant role textiles play in society, from comfort and protection to cultural expression, fashion, emerging technologies and industrial applications. The course allows students to develop creativity, technical skills and design thinking as they produce textile projects from concept to completion. Students engage in both practical and theoretical learning and may begin the course in Year 11 without prior experience in Textiles Technology.

Why study this subject?

Textiles and Design is ideal for students who enjoy creative design, hands on making and exploring how textiles reflect culture, technology and innovation. It builds skills in communication, research, project management and independent work. The course supports pathways into fashion, costume design, interior design, textile technology, manufacturing, marketing and a range of creative industries. Students develop a strong understanding of fibres, fabrics, sustainability and the Australian textile industry.

Learning Experiences

In the **Year 11 Preliminary Course**, students complete two design projects that build foundational skills in textile construction, experimentation, communication and design development. They study design theory, including elements and principles of design, types of design, communication techniques and manufacturing methods. They also explore the properties and performance of textiles, examining fibres, yarns and fabrics, their structures and their functional characteristics.

In the **Year 12 HSC Course**, students develop and realise a Major Textiles Project chosen from apparel, non-apparel, costume, furnishings or textile arts. They study historical and contemporary design development, fabric colouration and decoration, cultural influences and the work of contemporary designers. They also explore innovative and emerging textile technologies, as well as sustainability and current issues affecting the textile industry. The Major Textiles Project includes supporting documentation and textile item(s) and is externally assessed by NESA.

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/tas/textiles-and-design-stage-6-2013

Creative Arts Faculty

Dance M

What is the subject about?

The new Stage 6 Dance syllabus provides students with opportunities to perform, choreograph and analyse movement as a powerful means of communicating ideas and experiences. The course contributes to artistic, aesthetic and cultural education, allowing students to explore personal expression, creativity and physicality. Dance is accessible to all students, regardless of prior experience, and supports the development of confidence, empathy and self-determination.

Why study this subject?

Dance is ideal for students who enjoy creative expression, movement and performance. It develops technical skill, choreographic thinking and the ability to interpret and evaluate dance works. Students learn to communicate meaning through abstract and symbolic movement and to appreciate dance within cultural, social and personal contexts. The course balances practical and theoretical learning, preparing students for further study in the performing arts, health, education and creative industries.

Learning Experiences

Students develop knowledge, understanding and skills across three key areas. In Performance, they refine technique and perform works in a range of styles and contexts. In Choreography, they create and structure movement in response to a stimulus, exploring how abstract ideas can be communicated through dance. In Appreciation, they study dance as an art form, analysing and evaluating works from diverse cultural and historical settings.

Students should be prepared to participate in practical performance work, engage in creative processes for choreography and complete written analysis as part of the theoretical component.

Further information is available on the NESA website:

https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-11-12-2025/rationale

Drama M

What is the subject about?

Drama allows students to make, perform and appreciate their own dramatic works as well as those created by others. Students explore dramatic contexts such as situation, role, performance elements and theatre conventions. They engage with forms including improvisation, narrative drama, movement and mime, and scripted performance.

Why study this subject?

Drama is suited to students who enjoy collaborative creativity, performance and storytelling. It develops confidence, communication skills, critical thinking and the ability to work effectively in groups. Students learn to interpret texts, build characters, devise original work and appreciate theatre traditions. No prior study is required, though students who have completed Drama in Years 9 and 10 will recognise a natural progression into the senior course.

Learning Experiences

In the **Year 11 Preliminary Course**, students engage in improvisation, play building and acting, explore elements of production in performance and study theatrical traditions and performance styles. These components are taught in an integrated and practical program.

In the **Year 12 HSC Course**, students study Australian Drama and Theatre Practice and undertake Studies in Drama and Theatre. They complete a Group Performance and an Individual Project, which may be in Critical Analysis, Design, Performance, Scriptwriting or Video. The final examination includes a group performance, an individual project assessed by external NESA markers and a written examination.

Further information is available on the NESA website:

https://curriculum.nsw.edu.au/learning-areas/creative-arts/drama-11-12-2025/overview

Important Note: A new syllabus is currently in consultation for Drama Stage 6 in 2027. We will update students as new information becomes available

Industrial Technology (Multimedia Technologies) M

What is the subject about?

Industrial Technology (Multimedia Technologies) develops students' understanding of the multimedia industry and the technologies used to create digital products. The course builds on skills taught in the Year 9–10 Photography and Digital Media course, though dedicated Year 11 students may begin without prior experience. Students learn about filmmaking, visual effects, animation, game development and web design, and gain practical experience using industry standard equipment and software.

Why study this subject?

This course is ideal for students who enjoy digital creativity, storytelling and technology. It develops skills in project management, documentation, teamwork and communication. Students learn to use professional cameras, green screens, lighting and sound equipment, as well as software such as Adobe Premiere Pro and Adobe After Effects. The course supports pathways into film, animation, game design, media production, marketing and other creative industries.

Learning Experiences

In the **Year 11 Preliminary Course**, students investigate multimedia businesses and production companies, learn how to prepare and document multimedia projects and explore the roles within the multimedia industry. They spend significant time producing digital works and developing technical skills using industry related technologies.

In the **Year 12 HSC Course**, students complete an Industry Study, continue to develop production skills and explore manufacturing technologies used in multimedia. Most of the year is dedicated to the Major Multimedia Project, which is externally assessed by NESA during the performance and practical examination period. Students also complete a written HSC examination focusing on interactive multimedia and associated technologies.

Further information is available on the NESA website:

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

Important Note: Only one focus area of Industrial Technology can be studied – i.e. Multimedia Technologies and Timber & Furniture Technologies cannot be studied together.

Visual Arts M

What is the subject about?

Visual Arts develops students' knowledge, skills and understanding of how artists represent their interpretations of the world. Students express ideas through a wide range of expressive forms, including drawing, painting, photo media, printmaking, graphic design, sculpture, ceramics and time-based works. The course encourages students to develop an informed point of view and understand how artworks communicate meaning within personal, cultural and historical contexts.

Why study this subject?

Visual Arts suits students who enjoy creative exploration, experimentation and developing their own artistic voice. It builds confidence, conceptual thinking and the ability to communicate ideas visually. Through art criticism and art history, students analyse how artists, craftspeople and designers respond to the world. The course supports pathways into fine arts, design, architecture, illustration, digital media, curation, education and broader creative industries.

Learning Experiences

In the **Year 11 Preliminary Course**, students engage in both artmaking and art appreciation. They develop practical skills by exploring materials, subject matter and expressive forms and document their processes in a visual arts process diary. Students investigate artist practice, audience interpretation, the conceptual framework and the frames.

In the **Year 12 HSC Course**, students work with increased independence in both practical and theoretical components. They develop a Body of Work that demonstrates strength in material and conceptual practice and complete supporting critical and historical studies. The Body of Work is externally assessed by NESA and contributes 50% of the course mark, with the remaining 50% drawn from written components.

Further information is available on the NESA website:

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

See page 61 for VET: Entertainment.

Entertainment is delivered by the Creative Arts Faculty and described in the VET section on page 61 of this booklet.

Vocational and Distance Courses

VET: Business Services (Bedford College)

Business Services is run in partnership with Bedford who are a long-standing Business College. Bedford provides the trainer and teaching resources for students, and the course is run by trainers who have experience in post school educational training. This gives the students a chance to experience adult education before they complete their HSC.

The delivery of this course is usually as a four hour block each week (for example Fridays 12:30–4:30pm) and is either run on site at Inaburra, or at Bedford's Hurstville college, or a combination of both. The arrangement for 2027 will be confirmed for students who nominate this preference before subject offers are made. They will be allowed to change preferences if the delivery location is an issue for them.

Business Services is an **optional ATAR course** if students choose to do the trial exam and the HSC exam in their final year of school.

This course has **an annual administration cost**, as with most VET courses, but due to it being a private arrangement between Inaburra and Bedford this charge is much smaller than other VET courses. This cost is charged above normal school fees.

This is both an HSC and vocational course, giving students the opportunity to collect 2 units in both the Preliminary and HSC years of their schooling plus the possible attainment of the BSB30120 Certificate III in Business.

Assessment for this course is diverse and regular to comply with ASQF requirements. There will also be work required to be completed outside of school hours, as with any other course.

The course includes 70 hours of mandatory work-placement, usually completed across two separate weeks through the course. This is a great chance to get hands-on experience in a workplace. Students are to catch up on work they miss for that week; it is usually not a choice as to which weeks they complete the placement.

The Business Services industry comprises four main industry sectors — business administration and governance, business communication, business leadership and management and specialised business services. It includes occupations from entry-level administrative and clerical staff to those involved in governance and corporate strategy at the highest level.

The skill needs for business services are diverse, and transferable across industries. Skills such as creativity, critical thinking and problem solving are increasingly important to support collaborative work.

The sector is not aligned to a specific industry or profession. It represents a collection of job roles that require similar skills to facilitate business operations within organisations. Sectors within the business services context include compliance, conveyancing, human resources, information management, marketing, office administration, project management and work health and safety.

Business Services can be completed alongside Business Studies if the student chooses to do so but it is not a requirement.

The Business Services Curriculum Framework mandatory focus areas are:

- Innovation and technology
- Safety and wellbeing
- Sustainability
- Working in the business services industry and workplace.

For more information on Business Services visit the website at:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/vet/stage-6-industry-curriculum-frameworks/business-services

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

For more information about Bedford College see:

https://www.bedford.edu.au/

VET: Entertainment (Creative Arts Faculty)

This is an optional ATAR course.

The cultural industries are wide-ranging, covering many activities, organisations and businesses in fields associated with the arts, libraries, media, museums and entertainment. These industries are essential to a vibrant and creative society, contributing to the quality of life in Australia and to an understanding of our cultural identity. They also contribute significantly to the national economy.

The entertainment industry itself is diverse and covers all aspects of the production of any type of live performance or event. Occupational areas include audio, costume, front of house, lighting, make-up, props, scenic art, sets, staging and vision systems. There tends to be a high proportion of contract and casual work within the industry.

There are many career choices across the entertainment industry. Some jobs are highly creative or technical, while others are management or customer service oriented. Expertise in technical production is sought after in a range of live performance and event contexts. Key industry priorities are to ensure maintenance and improvement of technical skills and expand capacity to utilise opportunities offered by digital technology, as well as training and development for a new generation of skilled workers to meet workforce needs.

The Entertainment Curriculum Framework mandatory focus areas are:

- Audio
- Customer service
- Lighting
- Safety
- Staging
- Vision
- Working in the entertainment industry and workplace.

The 240-hour HSC (2 units in Year 11, 2 units in Year 12) course that Inaburra is offering has a possible qualification outcome of a Statement of Attainment towards CUA30420 Certificate III in Live Production and Services. **There is also the option to sit the trial and HSC exam in this course to make it an ATAR eligible course***.

PLEASE NOTE: The 240-hour HSC course offered by Inaburra for 2026 is not the full CUA30420 Certificate III in Live Production and Services. Further study of 60 hours training can be completed at TAFE post high school for the full certificate.

This course has 70 hours of work-placement, which is usually completed within the first year. The annual production at Inaburra gives students the chance to really hone their skills in a practical environment, and for most students, this can count towards their work placement hours. Students are expected to catch up on work as usually there is no option on the weeks that the student will undertake their placement.

Special Features of the course:

- Competency based assessment of skills and knowledge

- Leads to a nationally recognised AQF qualification
- Includes an optional HSC examination for inclusion in ATAR calculations. *Students specify whether they will sit this examination.

Entertainment is organised around core and selective units e.g.:

- Organise personal work priorities
- Plan a career in the creative arts industry
- Work safely in the construction industry
- Work effectively in the creative arts industry
- Follow occupational health and safety procedures
- Participate in collaborative creative projects
- Provide service to customers
- Operate basic lighting
- Operate vision systems
- Assist with production operations for live performances
- Undertake live audio operations

Further information is available on the NESA website:

https://www.nsw.gov.au/education-and-training/nesa/curriculum/vet/stage-6-industry-curriculum-frameworks/entertainment-industry

At Inaburra School, this course is delivered with the support of AISNSW, the Registered Training Organisation (RTO).

Independent Schools NSW
RTO No:90413

VET: Fitness (PDHPE Faculty)

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 need to retain a minimum of 10 ATAR units to be eligible.

Credential available	Course code / name	ATAR eligible	Mandatory placement hrs
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 (2 units in Year 11, 3 units in Year 12) 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 will need to catch up on any work they miss during wok placement.

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.

Further information is available on the NESA website:

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

This course at Inaburra School is delivered with the support of AISNSW as the Registered Training Organisation.

Independent Schools NSW
RTO No:90413

Distance and Offsite Courses

Students applying for a distance education course should note that enrolment is not confirmed until early next year. You should therefore select a full range of Inaburra courses and indicate your interest in an external course during subject selection. If your distance education enrolment is confirmed once the course commences, you may adjust your Inaburra subjects, provided you continue to meet the 12-unit requirement for Year 11.

Distance Education providers charge their own fees which are in addition to Inaburra School fees. This should be a consideration before enrolling in these courses. Fees are disclosed on provider websites.

TAFE and other colleges VET (Vocational Education) Courses

What are these courses about?

TAFE and other external vocational education and training (TVET) courses allow students to study an HSC-accredited VET qualification while completing their senior schooling at Inaburra. These courses are delivered off site at various TAFE locations across Sydney and are focused on developing practical, industry-specific skills. All external TVET courses count toward the Higher School Certificate; however, only some courses are ATAR-eligible, and students must investigate the eligibility of individual courses.

Why should I study a TAFE/TVET course?

TVET courses suit students seeking a practical, hands-on approach to learning and clear pathways into employment or further vocational training after school. They build job-ready skills, confidence and independence while allowing students to explore career areas of interest. Vocational courses can combine effectively with practical and creative subjects at school and offer an alternative pathway for students for whom university is not the preferred or immediate goal.

Learning Experiences

Courses are typically delivered one day or afternoon per week, usually between 1:00 pm and 5:00 pm, which may require students to miss part of the regular school day and responsibly catch up missed work. Some courses include compulsory work placement. Costs are shared by families, the school and government and are in addition to Inaburra school fees. Applications are made through Inaburra, though enrolment decisions are made by TAFE and are not guaranteed.

Possible course options (subject to availability) may include:

- Animal Care
- Automotive
- Beauty Services
- Community Services
- Construction
- Early Childhood
- Electrotechnology
- Hospitality
- Human Services
- Plumbing (Introduction)

- Retail
- Salon Assisting (Hairdressing)
- Tourism, Travel and Events

Further information is available from TAFE NSW:

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

Important Note: Inaburra School does not offer school-based apprenticeships or traineeships for students.

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.

Before applying for an external language, students and parents must make themselves aware of all information available on the provider's website including eligibility, application closing dates, fees and withdrawal policies.

Further information is available from NSW School of Languages:

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

https://nswschoollang.schools.nsw.gov.au/about-us/enrol

Section 4: Combining Courses

Extension Units

English Extension and Studies of Religion 1

This combination offers students a powerful blend of analytical, ethical, and expressive skills. Studies of Religion I deepens students' understanding of diverse belief systems and the role of religion in shaping cultures, histories, and moral frameworks – fostering empathy, intercultural awareness, and critical reflection on global and personal issues. English Extension 1, on the other hand, challenges students to engage with complex literary theory and advanced texts, encouraging original thought, sophisticated argumentation, and refined communication. Together, these courses complement each other by enhancing students' capacity to think critically, write persuasively, and understand the human experience from both spiritual and literary perspectives. This provides an ideal preparation for future study in the humanities, law, education, and social sciences.

Examples of Complementary Courses:

- **History** – Develops critical thinking, source analysis, and historical understanding that aligns well with philosophical and ethical themes in both SOR and English Extension.
- **Legal Studies** – Encourages ethical reasoning and the exploration of justice, human rights, and moral issues—complementing religious and literary themes.
- **Society and Culture** – Explores worldviews, belief systems, and identity, deepening cultural awareness and analytical writing skills.
- **Drama** – Builds on interpretive and expressive skills, especially useful for the creative and performance-based aspects of literature and belief systems.
- **Languages** – Enhances linguistic ability, literary appreciation, and understanding of cultural/religious texts in other traditions
- **Visual Arts** - fosters critical and creative thinking through visual expression, enhancing students' ability to explore and interpret complex ideas, texts, and belief systems.

Mathematics Extension and Studies of Religion 1

This combination offers students a well-rounded academic experience that nurtures both analytical precision and ethical reflection. While Mathematics Extension 1 develops advanced problem-solving, logical reasoning, and abstract thinking – skills highly valued in fields such as engineering, economics, and data science – Studies of Religion I cultivates understanding of cultural diversity, ethical perspectives, and the impact of belief systems on societies. This combination encourages students to become both rigorous thinkers and thoughtful global citizens. Balancing the exactness of mathematics with the interpretive and reflective nature of religious studies fosters cognitive flexibility and an ability to approach complex real-world issues with both logic and empathy.

Examples of Complementary Courses:

- **Economics** – Balances quantitative reasoning with ethical and societal perspectives, ideal for students interested in global issues and policy.

- **Geography** – Connects environmental, cultural, and spatial issues with ethical implications, and includes data analysis and fieldwork.
- **Business Studies** – Provides practical applications for mathematical skills while linking to ethical dimensions from SOR.
- **Biology** – Offers insight into life and human development, complementing the human-centred aspects of SOR with scientific rigour.
- **Engineering** – combines analytical problem-solving with ethical and philosophical considerations, encouraging students to apply mathematical precision to real-world challenges while reflecting on their broader human and societal impact.

English Extension and Mathematics Extension

This combination offers students a uniquely enriching academic experience that sharpens both analytical precision and expressive sophistication. While Mathematics Extension 1 cultivates logical reasoning, abstract thinking, and problem-solving skills essential for STEM-related pathways, English Extension 1 develops critical analysis, theoretical understanding, and refined communication – skills vital in the humanities, law, and the creative industries. Together, these subjects challenge students to think deeply, argue persuasively, and approach problems from multiple perspectives. This powerful combination not only broadens university and career options but also fosters intellectual agility, enabling students to move confidently between quantitative and qualitative modes of thinking – a valuable asset in our increasingly complex, interdisciplinary world.

Examples of Complementary Courses:

- **Physics** – Demands strong mathematical ability and scientific reasoning, complementing the abstract and analytical thinking in both Ext courses.
- **History** – Encourages critical analysis and structured argumentation, reinforcing skills developed in English Extension.
- **Economics** – Combines quantitative analysis with persuasive communication and theoretical insight.
- **Visual Arts** – Encourages creativity, visual literacy, and conceptual thinking, providing a creative counterbalance to the rigour of Maths and English Extension.
- **Extension History (Yr 12)** – Deepens theoretical engagement and abstract thought, ideal for high-level learners.

Teacher Recommended Companion Courses

Inaburra Learning Leaders were asked to suggest courses that they believe are good companions or are complementary to the courses they lead. These are suggestions only. Students should add this information to the many things they are considering when choosing subjects.

Stage 6 course	Recommended companion courses
Ancient History	Modern History, Advanced English, Studies of Religion
Biology	Chemistry, Geography, Earth & Environmental Sci, Food Technology, HAMS
Business Studies	Economics, Legal Studies, IT Media
Community & Family Studies	Food Technology, Society and Culture, Health and Movement Sci
Chemistry	Extension Maths, Advanced Maths, Physics, Biology, Physics
Chinese Continuers	Society & Culture
Design & Technology	Visual Arts, Software Engineering, Engineering Studies, IT Multimedia, Business Studies & Textiles and Design
Dance	Drama, IT Media, VET Entertainment
Drama	IT Media, Dance, Visual Arts, VET Entertainment
Earth & Environmental Science	Biology, Investigating Science, Chemistry, Geography
Economics	Legal Studies, Business Studies
Engineering Studies	Physics, Advanced Maths, Chemistry, Society and Culture
English Advanced	Visual Arts, History, Society and Culture, Drama, SOR
English Ext 1	(Prerequisite Advanced English) Visual Arts, History (Ancient and Modern), SOC, SOR
English Ext 2	(Prerequisite Advanced English and Ext 1), Visual Arts, History (Ancient and Modern), SOC, SOR
English Standard	Visual Arts, History, Society and Culture, Drama, SOR
English Studies	CAFS, SOR, Business Services
Food Technology	Biology, PDHPE, CAFS, Society and Culture
Geography	Earth & Environmental Sci, Biology, Society & Culture, Economics, Legal Studies
Health & Movement Science	Biology, CAFS, Fitness
History Ext	Modern/Ancient History, English Adv/ Ext 1,
Indonesian Beginners	Society & Culture
Investigating Science	Biology, Chemistry, Physics, Earth & Environmental, Geography

IT Media / Timber	Advanced Maths, Business Studies, Engineering Studies, Design and Technology
Legal Studies	Business Studies, Ancient/Modern History, Advanced English
Mathematics Advanced	Mathematics Extension 1
Mathematics Ext 1	Advanced Math, English Extension, Chemistry
Mathematics Ext 2	Advanced and Ext 1 Mathematics, physics, English Advanced,
Maths Advanced	English Advanced, Society and Culture, English Extension
Maths Standard	English Standard, HMS,
Modern History	Ancient History, Advanced English, Legal Studies
Music 1 / Music 2	Drama, English Advanced
Music Ext	Music 2
Numeracy (non-ATAR)	English Studies, Work Studies
Physics	Extension Maths, Advanced Maths, Chemistry, HAMS, Engineering
Science Ext	Biology, Chemistry, Earth & Environmental, Physics
Society & Culture	CAFS, English Ext1, Studies of Religion
Software Engineering	IT Media, Business Studies, Geography, Maths
Studies of Religion 1 (Year 11)	Required: Extension English or Extension Maths, Society & Culture, Ancient History, Legal Studies, CAFS
Textiles	Visual Arts, Business Studies, Legal Studies, Chemistry, Society and Culture, Design and Technology
VET: Business Services	Business Studies, Legal Studies, Work Studies
VET: Entertainment	Drama, IT Media, Dance, Music
VET: Fitness (non-ATAR)	Health and Movement Sci
Visual Arts	Textiles, Media, Advanced English
Work Studies (non-ATAR)	Numeracy, English Studies

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
- Ext Maths +Ext English

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

Business

Sample HSC Course:
- Business Studies
- Economics
- Mathematics/Numeracy + English
- Ext Maths + SOR 1

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
- Ext English + SOR 1

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
- 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
- Ext Maths + Ext English

Student is sound in Yr10:
- Science
- Maths

Construction Management

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 Management

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

Section 5: Student's planning page – Subject Selections Year 11 2027

Applications must be made online using the link to Web Preferences that will be emailed to your school email address. *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 three boxes.

- ❑ English Advanced
- ❑ English Standard
- ❑ English Studies

Step 2:

Mathematics Line: Please tick one (1) of the three boxes below.

- ❑ Mathematics Advanced
- ❑ Mathematics Standard
- ❑ Numeracy

Step 3:

Other Subjects: You must indicate your preferences for at least **seven (7)** other subjects, using the numbers **1 to 7** in **priority** order.

Extension Course Combinations:

- ☐ English Ext 1/ Mathematics Ext 1
- ☐ Mathematics Ext 1/Studies of Religion 1
- ☐ English Ext 1/ Studies of Religion 1

Major Works Courses:

- ☐ Dance
- ☐ Drama
- ☐ Industrial Technology: *Timber
- ☐ Music 2
- ☐ Visual Arts
- ☐ Design & Technology
- ☐ Industrial Technology: *Multimedia
- ☐ Music 1
- ☐ Textiles and Design

VET Courses:

- ☐ VET: Business Services
- ☐ VET: Fitness — Certificate III
- ☐ VET: Entertainment

Other 2-Unit Courses:

	Ancient History		Biology
	Business Studies		Chemistry
	Chinese Continuers		Community & Family Studies
	Earth & Environmental Science		Economics
	Engineering Studies		Food Technology
	Geography		Health & Movement Science
	Indonesian Beginners		Investigating Science
	Legal Studies		Modern History
	Physics		Society & Culture
	Software Engineering		Work Studies (non-ATAR)

***PLEASE NOTE:** Industrial Technology Timber cannot be done in conjunction with Industrial Technology Multimedia. They are effectively the same course with a different focus. Both can be selected but only one will be offered.

The online application form will open on **Friday 24 July 2026.**

The online application form will close on **Thursday 30 July 2026 at 3pm.**

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/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 where every individual is known and loved.

FAITH

We commend belief in God who makes himself known to us in and through his Son, Jesus.

KNOWLEDGE

We pursue wisdom, delighting in the gift of learning for the common good.

LOVE

We show humility, integrity, kindness and generosity for the good of others.

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