



**EMMANUEL
ANGLICAN
COLLEGE**

Learning ~ Living ~ Leading

2026-2027 HSC COURSE SELECTION HANDBOOK



Our Purpose

We seek to grow each student to become a person of character who is inspired by excellence and adaptability, whose life is modelled on that of Jesus, and who, through courage, creativity, compassion and citizenship, strives to create a better world.

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CRICOS Provider Code:

Emmanuel Anglican College Council (02449F)

Emmanuel Anglican College is a Child Safe Organisation

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INTRODUCTION

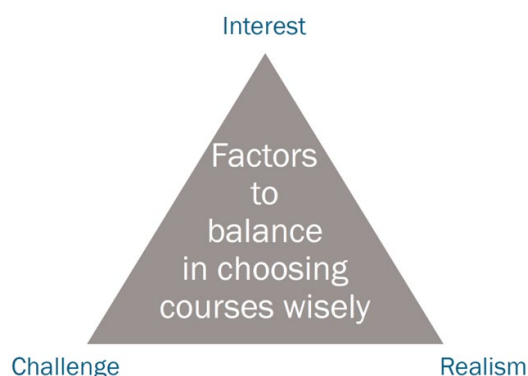
Students commencing studies in Stage 6 are entering a very significant period in their lives. Successful Stage 6 schooling is the gateway to many valuable opportunities. Students entering this phase must realise that success will not be achieved without genuine commitment, a willingness to face challenges and a readiness to accept advice.

This handbook provides information about the opportunities and requirements of Years 11 and 12 at Emmanuel Anglican College. There are many sources of additional information, including the NSW Education Standards Authority website educationstandards.nsw.edu.au and the Universities Admissions Centre website uac.edu.au.

At Emmanuel Anglican College, students have access to a range of experienced staff, all of whom are dedicated to ensuring that students are well informed and that they maximise their performance in Years 11 and 12.

As students go through the process of deciding on their Stage 6 pathway and the subjects they plan to study, we encourage them to consider trying to balance three important factors: interest, challenge and realism. Research shows that balancing these three factors gives students the best chance for success in their Stage 6 studies.

- **Interest:** Students should choose subjects they are interested in. Stage 6 requires significant work and dedication, and students will be more motivated to commit to this hard work for subjects and topics in which they have an interest. Whilst career pathways are important, success is most likely when students are genuinely engaged in the content studied rather than completing courses because they are career prerequisites.
- **Challenge:** Students should be challenging themselves to achieve their very best. Many HSC courses will be difficult for students, even for those students who have been successful in their prior studies and this challenge is part of the growth that happens during their senior studies. Students should not shy away from courses just because they are perceived as challenging.
- **Realism:** Students should be realistic about their capabilities and their ability to commit to the work required. This is the other side of the challenge coin: whilst we want students to challenge themselves, they also need to make sure they are not taking on too much. This includes considering the overall workload from the different subjects, such as the impact of multiple subjects with major bodies of work to complete, or multiple rigorous academic courses.



From Professor George Cooney & Dr. John DeCourcy, 'Choosing Wisely, Choosing Well' (2016)

SECTION ONE: STUDYING FOR THE HSC

1.1 Requirements for the Award of the HSC

To be eligible for the award of the Higher School Certificate, candidates must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA requirements.
- complete *HSC: All My Own Work* before submitting any work for Preliminary or HSC course.
- satisfactorily complete courses in the patterns of study detailed below.
- sit for and make a serious attempt at the required HSC exams.
- meet the HSC minimum standard of literacy and numeracy within five years of starting the HSC course.

The pattern of study for HSC must include the following:

- a minimum of 12 units of courses in Year 11
- a minimum of 10 units of courses in Year 12
- at least 6 units from Board Developed Courses, including at least 2 units of a Board Developed Course in English
- at least three courses of 2 units value or greater
- 4 subject areas.

Students who wish to be eligible for an Australian Tertiary Admission Rank (**ATAR**), must study a minimum of **10 Board Developed units for the HSC**.

The booklet, [*Steps To Uni for Year 10 Students*](#), published by UAC, contains important information about entry to university courses, assumed knowledge for courses and other information to assist in the choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

1.2 Eligibility for the Higher School Certificate

Apart from the regulations relating to course combination patterns, to be awarded the HSC a student must meet the following requirements:

- Satisfactory attendance and application
- Satisfactory completion of course requirements
- Satisfactory completion of assessment requirements
- A serious attempt in HSC examinations

1.3 Understanding Course Unit Value

All courses offered for the Higher School Certificate have a unit value. For each unit, students complete 60 hours of instruction. Most courses are 2 unit courses, requiring 120 hours of instruction.

Extension Courses are available in English, Mathematics, History, Music, Science, some Languages and VET Courses. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit.

English and Mathematics Extension Courses are available in both Years 11 and 12. Students must study the extension course in these subjects in Year 11 before proceeding to the HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in the HSC program only. Students must demonstrate an aptitude for the Extension subject to be considered for enrolment in these courses.

1.4 Types of Stage 6 Courses

A pattern of study in Stage 6 can involve different types of courses:

a) Board Developed Courses

These are courses developed by the New South Wales Education Authority (NESA). There is a syllabus for each course containing details of:

- the course objectives, structure, content and outcomes.
- specific course requirements.
- internal and external assessment requirements.

These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

For some courses the external examination at the end of the HSC course is optional. In order for the course to count towards an ATAR, students studying a Category B course must complete the optional HSC examination.

b) Board Endorsed Courses

These courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and **do not contribute towards the calculation of your ATAR.**

c) Vocational Education and Training (VET) Courses

These courses are delivered either by the College or other institutions, such as TAFE. They can be either Board Developed Courses or Board Endorsed Courses. NESA has developed curriculum frameworks for twelve industries. Within each framework there are a number of courses. Students must undertake a successful **work placement** to complete these courses.

The following 240-hour framework courses have been approved by NESA as ATAR eligible, provided students **sit the optional HSC Examination** for the course. The frameworks are:

- Automotive
- Business Services
- Construction
- Electrotechnology
- Entertainment industry
- Financial Services
- Hospitality
- Human Services
- Information and Digital Technology
- Primary Industries
- Retail Services
- Tourism, Travel and Events

Additional HSC VET courses are available in a number of other industry areas. These courses are known as Non-Framework VET Courses.

1.5 Completion of Course Requirements

In HSC courses, students may be deemed not to have satisfactorily completed the course if there is sufficient evidence of:

- 1) Omission, to a significant degree, of experiences which are integral requirements of the syllabus, for example assignments, practical work, participation in class activities.
- 2) Failure to make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks.

Courses which are not satisfactorily completed will not appear on the student's Record of School Achievement, Higher School Certificate or Result Notice.

1.6 Change of Course

The following arrangements apply where a student wishes to change courses:

A change of course **may** be approved by the Director of Teaching and Learning provided that:

- the College considers that all assessment requirements can be satisfied.
- the student has consulted with the Leader of Graduate Preparation & Pathways.
- the student has consulted with the subject teachers of classes the student proposes to exit and enter.
- the student has completed the relevant application form which has been digitally signed by a parent, to the Director of Teaching and Learning.
- entry to the proposed course will not impact negatively on the progress of other students in that course.
- the application is lodged before the deadline announced by the school at the commencement of the current year (this is the end of **Week 5, Term 1** of Year 11).

1.7 Determination of HSC Results

For Higher School Certificate purposes 1 unit courses have a value of 50 marks and 2 unit courses have a value of 100 marks. A student's HSC mark for 2 unit courses will be reported on a scale of 50 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course, they will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement

Schools are required to submit an Internal Assessment Mark for student achievement in all courses. The Internal Assessment Mark will be based on the student's performance in assessment tasks that they have undertaken during the course.

The Internal Assessment Mark for each course will contribute to 50% of the student's HSC Mark for that course. The remaining 50% will be obtained from the mark achieved in the HSC examination.

Note: The Internal Assessment Mark of Board Developed Courses will be moderated by NESA on a common scale, based on the examination performance of students from Emmanuel, so that they can be compared with those of other schools. While the Internal Assessment Mark may be altered during this process, student rankings and relative positioning will be maintained.

1.8 Reporting in the HSC

NESA reporting provides candidates with detailed feedback on their performances in each course presented for the HSC.

The mark achieved in each 2 unit course will be shown on a scale of 50 to 100. The mark of 50 represents the minimum standard expected.

There are five performance bands above 50, corresponding to different levels of achievement of course outcomes. The band 90 to 100 corresponds with the highest level of achievement.

On satisfactory completion of the HSC students will receive a **portfolio** containing:

- The **HSC Testamur** (official certificate confirming that requirements for the award have been met, including minimum standards for literacy and numeracy)
- The **Record of School Achievement** (this lists the courses studied and reports the marks and bands achieved)
- **AQF VET Certificate** (awarded to students in VET Courses who successfully complete all requirements).

1.9 The Australian Tertiary Admission Rank (ATAR)

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of a student's overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by the University Admission Centre (UAC). **It is important to note that the ATAR is a rank, not a mark, and is designed only to be used for tertiary selection.**

NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC at about the same time they receive their HSC results from the New South Wales Education Authority (NESA).

To be eligible for an ATAR, NSW students must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include:

- 10 units of Board Developed courses
- 2 units of English
- Three Board Developed courses of 2 units or greater
- Four subject areas

The ATAR is based on the student's scaled marks in 10 units of ATAR courses, which will include the best 2 units of English and the best 8 from the remaining courses.

Note that the ATAR scaling process should not be used to inform student subject choices. This can be misleading. Choosing subjects which provide the best balance of interest, challenge and realism is the best pathway for maximising a student's ATAR.

For more information about how the ATAR is calculated, see the information on p. 9-10 of the [Steps To Uni for Year 10 Students](#) booklet from UAC and the additional information at www.uac.edu.au/atar.

SECTION TWO: SUBJECT SELECTION

2.1 Introduction

The process of subject selection for Year 11 in 2025 leading on to the 2026 Higher School Certificate is very significant. Students are encouraged to gather information about course options and to seek the wisdom and experience of teachers as they make choices about their pattern of study over the next 2 years.

We again emphasise that students try to select a course load that balances the three important factors discussed earlier: **interest**, **challenge** and **realism**.

To assist with making good choices students need to:

- read this booklet and be familiar with the requirements and options related to both Year 11 and 12 for the Higher School Certificate.
- reflect on past reports and consider past performance in related subject areas.
- seek the advice of the teaching staff for the subjects in which they are interested.
- consult students currently undertaking the HSC and those who have recently finished.
- discuss their options with their parents.

2.2 Subject Selection Timeline

Wednesday 23 to 25 July	Year 10 Pathway Interviews
Friday 8 August	Year 10 Subject Information Presentation for Students Subject Selection Expo at school This booklet will be emailed to all Year 10 students and parents and will be uploaded to the College website and the new Subject Selection website. First round of subject selections will open
Friday 15 August	First round of subject selections will close
Friday 29 August	Course Confirmation Sessions
End of Term Three	An email will be sent to all students and parents confirming their subject selections for 2026.

2.3 Summary of Subjects Offered at Emmanuel

Area	Course	Units	Years	Course Type	Notes
English	English Studies	2	11 & 12	Board Developed	Exam Optional (required for ATAR)
	English Standard	2	11 & 12	Board Developed	Students cannot enrol in both English Standard and English Advanced.
	English Advanced	2	11 & 12	Board Developed	
	English Extension 1	1	11 & 12	Board Developed	Only available to Advanced English students.
	HSC English Extension 2	1	12 only	Board Developed	Only available to English Extension 1 students.
Creative Arts	Dance	2	11 & 12	Board Developed	
	Drama	2	11 & 12	Board Developed	
	Music 1	2	11 & 12	Board Developed	
	Photography, Video and Digital Imaging	2	11 & 12*	Content Endorsed	Not ATAR eligible. *May be offered in Year 12 subject to student numbers.
	Visual Arts	2	11 & 12	Board Developed	
Human Society and Its Environment	Ancient History	2	11 & 12	Board Developed	
	Business Studies	2	11 & 12	Board Developed	
	Economics	2	11 & 12	Board Developed	
	HSC History Extension	1	12 only	Board Developed	Only available to HSC Ancient and Modern History students.
	Legal Studies	2	11 & 12	Board Developed	
	Modern History	2	11 & 12	Board Developed	
	Society & Culture	2	11 & 12	Board Developed	
	Work Studies	2	11 & 12*	Content Endorsed	Not ATAR eligible. *May be offered in Year 12 subject to student numbers.
Languages	Japanese (Beginners)	2	11 & 12	Board Developed	
VET	Entertainment Industry	2	11 & 12	Board Developed	Exam Optional (required for ATAR)
	Hospitality	2	11 & 12	Board Developed	Exam Optional (required for ATAR)

Area	Course	Units	Years	Course Type	Notes
Mathematics	Mathematics Standard	2	11	Board Developed	
	Mathematics Standard 1	2	12	Board Developed	Exam Optional (required for ATAR)
	Mathematics Standard 2	2	12	Board Developed	Students cannot enrol in both Standard Mathematics and Advanced Mathematics.
	Mathematics Advanced	2	11 & 12	Board Developed	
	Mathematics Extension 1	1	11 & 12	Board Developed	Only available to Advanced Mathematics students.
	Mathematics Extension 2	1	12 only	Board Developed	Only available to Mathematics Extension 1 students.
PDHPE	Health and Movement Science	2	11 & 12	Board Developed	
	Community and Family Studies	2	11 & 12	Board Developed	
	Sport, Lifestyle and Recreation	2	11 & 12*	Content Endorsed	Not ATAR eligible. *May be offered in Year 12 subject to student numbers.
Science	Biology	2	11 & 12	Board Developed	
	Chemistry	2	11 & 12	Board Developed	
	Physics	2	11 & 12	Board Developed	
	Investigating Science	2	11 & 12	Board Developed	
	Science Extension	1	12 only	Board Developed	Only available to students who are already studying one of the other Science courses.
Technology and Applied Science	Engineering Studies	2	11 & 12	Board Developed	
	Enterprise Computing	2	11 & 12	Board Developed	
	Industrial Technology Multimedia	2	11 & 12	Board Developed	Students can only study 2 units of Industrial Technology.
	Industrial Technology Timber	2	11 & 12	Board Developed	

A detailed outline for each of the courses listed follows in Section 3.

Please note all offerings may not run.

Those subjects with the most student interest will be prioritised.

2.4 Studying Courses with External Providers

Students are able to access a broad range of courses offered by NESA Registered and Accredited Providers in order to broaden their Pattern of Study. This includes EVET Courses, Distance Education and Traineeships.

Students can elect to enrol in a two unit course provided by an External Provider but must ensure that at all times more than 50% of their Pattern of Study consists of courses delivered by the College.

Students seeking learning and assessment materials or advice about course content and requirements must liaise directly with the teacher of the course and the External Provider delivering the course. This includes when a student may be undertaking a course externally that is currently offered by the College.

Students must note that the College has no involvement in the assessment policies, procedures and requirements relating to externally delivered courses. The College will support students with advice and administrative requirements of externally provided courses where appropriate.

Students are advised to ensure they understand the assessment policies, procedures and requirements relating to courses undertaken externally. This advice will be available from the External Provider. In particular, students are to note that each External Provider will have its own procedures relating to special consideration, illness and misadventure. A student seeking special consideration for a course component relating to an externally provided course, must deal directly with the External Provider. Emmanuel has no role or jurisdiction in relation to the requirements of externally delivered courses.

Each External Provider will provide the student with formal reports detailing the student's achievement in the Course. The College does not report on student progress in externally delivered courses and does not provide awards for achievement in such courses. If reports and awards are delivered to the College, they will be passed onto the student.

Students are encouraged to contact these providers and research those additional course offerings that can be accessed in both the Preliminary and HSC years. It should be noted that courses at these institutions require the payment of additional fees.

2.5 Course Levies and Charges

It is important for students and families to consider the relevant costs associated with the courses they select as part of the pattern of study.

Subject levies related to courses offered by the College in 2026 are located on the Course Content pages.

All External Providers charge course fees.

- Distance Education Fees in 2025 were approximately \$800 per course per year
- EVET courses can range from \$1000 to \$6000 per year. Some government subsidies are available but families will still be responsible for at least 33% of the total course cost. Government subsidies are only available for one course. Full fees are paid on additional courses.
- There is no reduction in standard College tuition fees when choosing to study with an external provider.

Please contact the Pathways and Partnerships Student Support Officer Mr Ben McRae at bmcr@eac.nsw.edu.au for further detail.

2.6 Useful Resources

NESA web site:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home/>

TAFE web site:

<https://www.tafensw.edu.au/>

Universities Admissions Centre (UAC) web site:

www.uac.edu.au/

UAC Steps To Uni for Year 10 Students booklet:

<https://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2027.pdf>

Southern Cross School Distance Education Centre:

<https://sthcrossc-d.schools.nsw.gov.au/>

NSW School of Languages:

<https://nswschoollang.schools.nsw.gov.au/>

Australian Christian College Marsden Park:

<https://www.acc.edu.au/marsdenpark/distance-education/>

SECTION THREE: COURSE CONTENT OUTLINES

The following course content outlines provide students with an overview of each course offered for study in Stage 6 at Emmanuel Anglican College. The College retains the right to decide which courses will run dependent upon student interest and numbers. Information contained in course content outlines includes:

- Course structure
- Course description
- Main topics covered
- Assessment requirements

A detailed overview of all courses offered at Emmanuel follows.

FACULTY: ENGLISH

English Studies

ATAR Status: Yes
(but not recommended)

Number of Units: 2

Category: Board Developed

Contact: Mrs Sarah Smith ssmith@eac.nsw.edu.au

Course Levy: \$30 is charged in Year 11 and Year 12 to cover class texts.

Course Description

English is the only compulsory subject for the Higher School Certificate. Students can choose between English Studies, English Standard and English Advanced. The *English Studies* course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. In this course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

The *English Studies* course is for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training. **It can count towards an ATAR if students sit the optional HSC Examination. However, it is recommended that students wishing to receive an ATAR undertake the Standard or Advanced English course.**

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Reading to write: Transition to English Studies• Elective focus areas	<ul style="list-style-type: none">• Narrative and human experiences• Writing for purpose• Elective focus areas
Elective focus areas (examples) <ul style="list-style-type: none">• Voices of Australia• Media and influence• Lyrical Voices• Uncovering the truth	

Why choose English Studies?

English Studies is designed for students who want to strengthen their everyday communication and literacy skills in practical, meaningful contexts. It is ideal for those planning to enter the workforce, pursue vocational education and training, or who do need English as a prerequisite for university. The course focuses on real world texts, contemporary issues and practical applications of English in work, community and social settings. *English Studies* supports students to become confident, capable communicators and critical thinkers in their personal and professional lives.

Assessment Requirements

Students will complete a range of assessment tasks designed to demonstrate their understanding of the texts they have studied. These assessments may involve a variety of modes, including listening, speaking, reading, writing, viewing and representing. Students who are wanting an ATAR may elect to sit one HSC examination for this course.

English Standard

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mrs Sarah Smith ssmith@eac.nsw.edu.au

Course Levy: \$50 is charged in Year 11 and Year 12 to cover class texts.

Course Description

English is the only compulsory subject for the Higher School Certificate. Students can choose between English Studies, English Standard and English Advanced. The *English Standard* course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives.

The *English Standard* course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. *English Standard* offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Reading to Write: Transition to English Standard• Contemporary Possibilities• Close study of literature	<ul style="list-style-type: none">• Texts and human experiences• Language, identity and culture• Close study of literature• The craft of writing

Why choose English Standard?

English Standard is a strong option for students who want to develop essential reading, writing, and analytical skills while managing a balanced academic workload. It is particularly well suited to those planning to pursue a wide range of post-school pathways, including tertiary education, where a solid foundation in communication and critical thinking is valued.

The course contributes to the ATAR and offers meaningful preparation for further study or vocational training.

Assessment Requirements

Students will complete a range of assessment tasks designed to demonstrate their understanding of the texts they have studied. These assessments may involve a variety of modes, including listening, speaking, reading, writing, viewing, and representing. As part of the HSC, students will complete two formal HSC examinations in English.

English Advanced

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mrs Sarah Smith ssmith@eac.nsw.edu.au

Course Levy: \$50 is charged in Year 11 and Year 12 to cover class texts.

Course Description

English is the only compulsory subject for the Higher School Certificate. Students can choose between English Studies, English Standard and English Advanced. In the *English Advanced* course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

The *English Advanced* course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Reading to Write: Transition to English Advanced• Narratives that shape our world• Critical study of literature	<ul style="list-style-type: none">• Texts and human experiences• Textual Conversations• Critical study of literature• The craft of writing

Why choose English Advanced?

English Advanced is suited to students who have strong reading and writing skills and enjoy engaging with challenging and complex texts. The course explores a wide range of literary and non-literary texts, including Shakespeare, and encourages students to think critically, analyse texts in depth, and develop sophisticated written responses. It is particularly recommended for students who are intellectually curious, enjoy delving into layered meanings and diverse perspectives, and are considering tertiary study in competitive fields such as law, humanities, or communications. Students should be prepared for a rigorous academic experience and be motivated to explore literature at a high level.

Assessment Requirements

Students will complete a range of assessment tasks designed to demonstrate their understanding of the texts they have studied. These assessments may involve a variety of modes, including listening, speaking, reading, writing, viewing, and representing. As part of the HSC, students will complete two formal HSC examinations in English.

English Extension 1 (Year 11 & HSC)

English Extension 2 (HSC Year only)

ATAR Status: Yes

Number of Units: 1

Category: Board Developed

Contact Person: Mrs Sarah Smith ssmith@eac.nsw.edu.au

Course Levy: \$50 is charged in Year 11 and Year 12 to cover class texts in Extension 1.

Course Description (*English Extension 1*)

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

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Texts, Culture and Value	<ul style="list-style-type: none">• Literary Worlds

Assessment Requirements

Students will complete a related research project, formal written examinations and other writing tasks. In Year 12 they will sit one HSC examination for *English Extension 1*.

Course Description (*English Extension 2*)

English Extension 2 offers students a unique opportunity to craft language with purpose and refine their personal voice through both critical and creative expression. In the core module *Author and Authority*, students explore how and why the ways we create and interpret literature have evolved over time. They examine the relationship between texts and literary criticism, engaging with significant literary thinkers and influential texts to understand their role within a broader literary and cultural context.

A key component of the course is the development of an original *Major Work*. Students undertake an independent composition project that allows them to pursue an area of personal interest while demonstrating advanced skills in research, language, and form. Through this creative process, students explore complex human experiences, experiment with style, media and structure, and articulate nuanced ideas with clarity and insight. The course encourages a deep engagement with literature and language, fostering both creative excellence and critical sophistication.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• N/A	<ul style="list-style-type: none">• Author and authority• Major Work

Assessment Requirements

Students will complete a viva voce on the Major Work, a literature review and a formal written examination. They will be required to document their creative process in a Major Work Journal and complete a Major Work that is submitted to NESA. Students will also sit one HSC examination for *English Extension 2*.

FACULTY: CREATIVE ARTS

Dance

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mr Mitch Raguse mraguse@eac.nsw.edu.au

Course Levy: \$100 is payable in Year 11 and 12 to cover the cost of excursions.

Course Description

Dance in Stage 6 is designed for students to experience, understand and value dance as an artform through the study of the performance, composition and appreciation of dance. In *Dance* Stage 6, students are able to study dance as a unique artform in which the body is the instrument for non-verbal communication and expression. The study of dance as an artform within the school environment is of special educational value to the students' total development, as it offers students new ways of learning through the performance, composition and appreciation of dance. The *Dance* Stage 6 course is designed for students who have completed the Dance 7–10 Syllabus, for those with other previous dance experience and for those who are studying dance for the first time.

Year 11 Course

Main topics studied

120 indicative hours

All components to be completed — 100% of total course time

Core Performance	40%
Core Composition	20%
Core Appreciation	20%
Core Additional	20% to be allocated by the teacher to suit the specific circumstances/context of the class

Year 12 Course

Main topics studied

120 indicative hours

Core Performance	20%
Core Composition	20%
Core Appreciation	20%
Major Study	40%

Major Study: One to be completed — 40% of total course time

Major Study Performance 40%	OR	Major Study Composition 40%	OR	Major Study Appreciation 40%	OR	Major Study Dance and Technology 40%
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Assessment Requirements

School Based Assessment - Students will complete three assessment tasks in Year 11 and four in Year 12 including a Trial HSC Examination. These will be developed to cover the different components of the course as outlined above.

HSC Examination - They will be required to complete a Major Study in their selected area and complete an examination, a composition and a performance as part of the Core Study.

Drama

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mr Mitch Raguse mraguse@eac.nsw.edu.au

Course Levy: N/A

Course Description

In *Drama* students study the practices of Making, Performing and Critically Studying Drama and Theatre. By studying *Drama*, students acquire skills in interpretation, communication, performance, creativity, divergent thinking, problem solving, collaboration and critical analysis. They also develop an understanding of the relationship between theatre, our sociopolitical and cultural history, and context.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Improvisation, Play building, Acting• Elements of Production in Performance• Theatrical Traditions and Performance Styles	<ul style="list-style-type: none">• Australian Drama and Theatre (Core Content)• Studies in Drama and Theatre• Group Performance (Core Content)• Individual Project – Students choose one project from Critical Analysis or Design or Performance or Scriptwriting or Video Drama

Assessment Requirements

Year 11 involves three formal assessment tasks comprising the following components and weightings: Making (40%), Performing (30%), and Critically Studying (30%).

In the HSC year students are externally marked in a formal examination of both the practical and theoretical components of the course. They will complete an Individual Project (30%), Group Performance (30%) and Written Examination (40%).

Music 1

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mr Mitch Raguse mraguse@eac.nsw.edu.au

Course Levy: \$200 is charged in Year 11 and 12 to cover the cost of musical equipment. Students will also be required to arrange and fund any additional accompaniment required for their Trial HSC and HSC major works.

Course Description

This *Music 1* course is designed for students who have an interest in music as an art form. In both Years 11 and 12, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. This course is open to any student, especially those with an affinity or interest in music. It is not a prerequisite to have studied Music in Stage 5.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Students explore the concepts of music through listening, performing, and composing.• They study how music is used in radio, film, television, and multimedia, and examine the rich styles and rhythms of Jazz and Latin American music.• This course encourages creativity and a deeper understanding of how music communicates ideas and emotions across different contexts.	<ul style="list-style-type: none">• Students deepen their skills in listening, performing, and composing by focusing on a chosen instrument and its repertoire.• They explore the innovation and diversity of 20th and 21st century music, and experience the unique challenges and rewards of music for small ensembles.• This course supports individual growth while building skills for collaborative performance.

Assessment Requirements

For Year 11 students will complete a range of assessment tasks in the areas of aural, composition, musicology and performance. In addition to core studies in performance, composition, musicology and aural, students select three electives for further study in Year 12.

Electives are chosen from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students selecting musicology or composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA to validate authorship of the submitted work.

Photography, Video & Digital Imaging

ATAR Status: No

Number of Units: 2

Category: Content Endorsed

Contact Person: Mr Mitch Raguse mrラグセ@eac.nsw.edu.au

Course Levy: N/A

Course Description

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography, video and digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students develop knowledge, understanding and skills through the making of photographs, videos and digital images that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of photography, video and digital imaging. **Please note that Photography may not be offered as a Year 12 subject.**

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">Year 11 students complete modules selected from the three broad fields of Photography, Digital Imaging, and Video.Modules include Health and Safety, Introduction to the Field, Developing a Point of View, Traditions, Conventions, Styles and Genres, Manipulated Forms, The Arranged Image, Temporal Accounts, Individual/Collaborative Project.	<ul style="list-style-type: none">In Year 12, students may specialise in an expressive form (still, film, animation, or photoshop).A theme will be provided to work with and students will make their own decisions about processes and approach in consultation with the teacher.

Assessment Requirements

Students learning is assessed through a Process Diary and a created portfolio of work. There is no external examination. Students complete a range of formal assessment tasks throughout the course. The practical component accounts for 70 percent of students' overall assessment and the students' critical and historical studies accounts for 30 percent.

Content Endorsed Courses DO NOT have a Higher School Certificate Exam and so do not count towards an ATAR, but they DO COUNT towards the award of the HSC. These courses will be listed on the students' record of achievement.

Visual Arts

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mr Mitchell Raguse mraguse@eac.nsw.edu.au

Course Levy: \$200 Is payable In Year 11 to cover the cost of consumables. \$75 is payable in Year 12 as well as the cost of materials associated with their individual Major Work project.

Course Description

Visual Arts fosters interest and enjoyment in the production and consumption of art and builds understanding of the role of images and objects in various media. It also serves to facilitate students' development of visual literacy, cultural awareness and intellectual autonomy. The knowledge, understanding, skills and values gained from *Visual Arts* assist students in building conceptual and practical skills that can be applied in art, craft and design related careers and other real world contexts.

Though not a prerequisite for the course, students who studied Visual Arts and/or Photography and Digital Media in Stage 5 may find this course more suitable.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Modernism• Post Modernism• Contemporary Australian Art.	<ul style="list-style-type: none">• Year 12 students complete five case studies centred around contemporary visual arts, while working on the development of a Body of Work.

Assessment Requirements

During Year 11 students complete a range of assessment tasks in art making, art history and art criticism.

During Year 12 students complete various art history and art criticism assessment tasks, also students complete a year long self-directed project to produce a Body of Work. Students are externally marked by NESA in a formal examination of both art history and criticism, and the Body of Work.

FACULTY: HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)

Ancient History

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mrs Jennifer Holmes jholmes@eac.nsw.edu.au

Course Levy: N/A

Course Description

The Year 11 *Ancient History* course provides students with opportunities to develop and apply their understanding of issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of history. A wide variety of interesting options are available for study to provide students with a fast paced and engaging study of the ancient world. It is not just a study of the past, history is highly relevant to the world we live in today. Important skills are developed in regard to research, independent learning, collaboration and searching for answers. So much more than writing essays, *Ancient History* is a platform for discovery and self directed learning.

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

Year 11 Course Main topics studied The Year 11 course comprises three sections. <ul style="list-style-type: none">• Investigating Ancient History• Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.• Features of Ancient Societies (at least two)• Historical Investigation	Year 12 Course Main topics studied The Year 12 course comprises four sections. <ul style="list-style-type: none">• Core Study: Cities of Vesuvius – Pompeii and Herculaneum• One 'Ancient Societies' topic• One 'Personalities in their Times' topic• One 'Historical Periods' topic• Historical concepts and skills are integrated with the studies undertaken in Years 11 and 12.
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Assessment Requirements

For the Year 11 and Year 12 Courses students will complete a range of assessment tasks with a balance between source-based skills, historical inquiry and self-directed authentic research. Focus is on developing skills in both collaborative learning and thinking interdependently.

In the HSC year, students are externally marked in a formal examination (3 hours + 5 mins reading).

Business Studies

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mrs Jennifer Holmes jholmes@eac.nsw.edu.au

Course Levy: N/A

Course Description

Business Studies encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Students also investigate business planning and use a range of information to assess and evaluate business performance. *Business Studies* fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Year 11 Course

Main topics studied

The Year 11 course maintains a focus on small to medium enterprises (SMEs) and comprises the following topics:

- Nature of business
- Business management
- Business planning

Year 12 Course

Main topics studied

The Year 12 Course focuses on larger businesses, many of which operate at a global scale:

- Operations
- Marketing
- Finance
- Human Resources

Assessment Requirements

A range of assessment types are used including research, examinations, responses to stimulus material, case study analysis and business reports.

In the HSC year, students are externally marked in a formal examination (3 hours + 5 mins reading).

Economics

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mrs Jennifer Holmes jholmes@eac.nsw.edu.au

Course Levy: N/A

Course Description

Year 11 *Economics* is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Two key markets, the labour market and the financial market, are examined in detail.

Year 12 *Economics* focuses on the management of an economy and is therefore essentially macroeconomic in nature. It investigates the impact of the global economy on the Australian economy and the link between economic issues and the management of an economy, with specific reference to the Australian economy.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Introduction to Economics• Consumers and Business• Markets• Labour Markets• Financial Markets• Government in the Economy	<ul style="list-style-type: none">• The Global Economy• Australia's Place in the Global Economy• Economic Issues• Economic Policies and Management

Assessment Requirements

Formal school-based assessment allows evidence of student achievement to be gathered in ways beyond the HSC exam. These tasks reflect course requirements and weightings, and may include presentations, reports, portfolios and class tests.

In the HSC year, students are externally marked in a formal examination (3 hours + 5 mins reading).

History Extension (Year 12 only)

ATAR Status: Yes

Number of Units: 1

Category: Board Developed

Contact Person: Mrs Jennifer Holmes jholmes@eac.nsw.edu.au

Course Levy: N/A

Course Description

The *History Extension* course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students engage with complex historiographical ideas and methodologies and to communicate sophisticated, sustained and coherent historical arguments about the nature and construction of history. Students also explore different historical debates linked to a case study. *History Extension* appeals to students who appreciate the intellectual challenge of grappling with an area of debate and constructing and defending a position through a reasoned and cohesive argument. It is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community.

Year 12 Course

Main topics studied

- Constructing History: Key questions and case studies including options such as JFK, Witch Hunts and Trials, Cleopatra and many others
- History Project (undertaken simultaneously in an area of student interest)

Assessment Requirements

Students will complete a range of assessment tasks with a balance between the assessment of knowledge and understanding of course content, source-based skills, historical inquiry and research and communication of historical understanding. The History Project (Essay) allows students to be more autonomous and drive their own learning in an area of interest in consultation with the teacher.

In the HSC year, students are externally marked in a formal examination (2 hours + 10 mins reading).

Legal Studies

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mrs Jennifer Holmes jholmes@eac.nsw.edu.au

Course Levy: N/A

Course Description

Legal Studies provides students the opportunity to explore Australia's legal system through open discussions of contemporary issues that are shaping our world today. Students' knowledge and understanding is developed through the study of national and world events, criminal case studies, and vulnerable groups in society. Examples of areas which may be studied include Lindt Cafe Siege, Children and the Law, sexual consent laws and the legal implications of the #MeToo movement. Students are also introduced to fundamental legal concepts such as equity, justice and the rule of law but are also encouraged to consider broader themes such as social justice, morality and the effectiveness of the law.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
Part I – The Legal System (40% of course time) Part II – The Individual and the Law (30% of course time) Part III – The Law in Practice (30% of course time) In Year 11 students learn about the Australian and NSW legal systems, including the sources of our laws, law reform, the court system and the rights and responsibilities of individuals.	Core Part I: Crime (30% of course time) Core Part II: Human Rights (20% of course time) Part III: Two options (50% of course time) TWO options are chosen from: Consumers, Global environment and protection, Family, Indigenous peoples, Shelter, Workplace, World order. There is also an opportunity for students to see the law in action when they visit the courts

Assessment Requirements

For Years 11 and 12 students will complete a range of assessment tasks with a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.

In the HSC year, students are externally marked in a formal examination (3 hours + 5 mins reading).

Modern History

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mrs Jennifer Holmes jholmes@eac.nsw.edu.au

Course Levy: N/A

Course Description

The Year 11 *Modern History* course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world. The Year 12 *Modern History* course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Investigating Modern History• Historical Investigation• The Shaping of the Modern World	<ul style="list-style-type: none">• Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)• One 'National Studies' topic (30 indicative hours)• One 'Peace and Conflict' topic (30 indicative hours)• One 'Change in the Modern World' topic (30 indicative hours)

Assessment Requirements

For both Years 11 and 12 students will complete a range of assessment tasks with a balance between the assessment of knowledge and understanding of course content, source-based skills, historical inquiry and research and communication of historical understanding in oral and written form.

In the HSC year, students are externally marked in a formal examination (3 hours + 5 mins reading).

Society & Culture

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mrs Jennifer Holmes jholmes@eac.nsw.edu.au

Course Levy: N/A

Course Description

Society and Culture promotes students' awareness of the cultural continuities and changes within societies and cultures. It encourages students to manage their own learning, including opportunities to experience working within teams. In allowing students to study in areas of direct relevance to their lives, *Society and Culture* contributes greatly to the promotion of lifelong learning, providing opportunities for students to acquire a range of skills to support such learning. The study of *Society and Culture* prepares students for adult life by developing knowledge, understanding, skills and other qualities associated with effective citizenship at local, national, regional and global levels. In so doing, it forms a basis for moving towards a more just society through positive participation in community life and attaining social and cultural literacy.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• The Social and Cultural World• Personal and Social Identity• Intercultural Communication	<ul style="list-style-type: none">• Core• Personal Interest Project• Social and Cultural Continuity and Change• Depth studies <p>TWO to be chosen from the following:</p> <ul style="list-style-type: none">• Popular Culture• Belief Systems and Ideologies• Social Inclusion and Exclusion• Social Conformity and Nonconformity

Assessment Requirements

Students will complete a range of assessment tasks with a balance between knowledge and understanding of course content, application of social and cultural research methods and communication of ideas and issues in collaborative and creative formats.

Society and Culture students must each undertake, on an individual basis, a Personal Interest Project worth 40% of the HSC examination mark. The PIP requires students to select a suitable topic related to the course, develop and apply appropriate research methods and submit a completed project containing the required components. Development of the PIP may commence from the beginning of the HSC course.

In the HSC year, students are externally marked in a formal examination (2 hours + 5 mins reading).

Work Studies

ATAR Status: No

Number of Units: 2

Category: Content Endorsed

Contact Person: Ms Kellie Guest kguest@eac.nsw.edu.au

Course Levy: \$100 is payable in Year 11 and 12 to cover the cost of excursions.

Course Description

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

The *Work Studies* course assists students to:

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

Modules which may be studied include:

- My Working Life (Compulsory Core Module)
- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-Employment
- Team Enterprise Project
- Experiencing Work

Assessment Requirements

Students will be assessed in a variety of ways which could include:

- records of the achievement of workplace skills
- research reports
- work placement logbook
- individual and group presentations and reports
- portfolios of students' work prepared over time
- in-class tests
- multiple-choice and short answer tests
- written and/or oral reports related to work placements or other work experiences in the community or excursions.

The development of workplace skills in *Work Studies* may occur in the context of class work, work placements, work experience, casual work, volunteer work, community projects, business competitions or participation in school and business links. There is no external examination.

Content Endorsed Courses DO NOT have a Higher School Certificate Exam and so do not count towards an ATAR, but they DO COUNT towards the award of the HSC. These courses will be listed on the students' record of achievement.

Please note that this course may not run in Year 12.

FACULTY: LANGUAGES

Japanese – Beginners

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mrs Brigitte Campbell bcampbell@eac.nsw.edu.au

Course Levy: N/A

Course Description

The *Japanese – Beginners* course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Main topics studied

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

Assessment Requirements

Students will complete three tasks in Year 11 and four tasks in Year 12, based around the core skills of Listening, Speaking, Reading and Responding. The Higher School Certificate consists of a written examination and an oral examination.

FACULTY: VET



Entertainment Industry – Certificate III in Live Production & Technical Services CUA30420

ATAR Status: Yes*

Number of Units: 2

Category: VET

**There is an Optional HSC Examination with this course. The Examination must be sat if this course is to count towards the calculation of an ATAR.*

Contact Person: Mr Mitch Raguse mraguse@eac.nsw.edu.au

Course Levy: \$200 levy is payable in Year 11 and 12 to cover the cost of excursions and equipment.

Course Description

The *Entertainment Industry* course is designed for student who want to learn about the role of individuals who apply a broad range of competencies in providing services for the entertainment industry.

- Statement of Attainment or Certificate III in Live Production & Technical Services
 - * To complete the full Certificate III in Live Production and Services CUA30420 a 60 hours Specialisation Studies needs to be completed.
- 240 indicative hours (2 units x 2 years)
- Theory and practical units
- Two mandatory work placements of 35 hours each

Qualification Description

This qualification reflects the role of individuals who apply a broad range of competencies in providing services for the entertainment industry. It applies to work in scenery and set construction, lighting and sound, arts administration, entertainment customer service, music industry, film production, staging, broadcasting production, live production, entertainment administration, and entertainment technical operations work environments.

Assessment Requirements

Assessment is competency based and can include: observation during class and work placement written tasks practical tasks skills tests competency tests To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out various tasks to industry standard.

Units of Competency to be Delivered (Approved by the AIS NSW RTO) Units are correct at time of printing				
Unit Code	Unit Title	AQF Category	HSC Hours	Timing Term
BSBPEF301	Organise personal work priorities	Core	20	
CUAIND311	Work effectively in the creative arts industry	Core	20	
CUAIND314	Plan a career in the creative arts industry	Core	15	
CUAPPR314	Participate in collaborative creative projects	Core	20	
CPCCWHS1001	Prepare to work safely in the construction industry <i>Delivered by an external provider</i>	Group A	10	
SITXCCS006	Provide service to customers	Group B	20	
CUALGT311	Operate basic lighting	Group B	25	
CUASOU331	Undertake live audio operations	Group B	25	
CUASTA311	Assist with production operations for live performances	Group B	25	
CUAVSS312	Operate vision systems	Group B	25	
CUAWHS312	Apply work health and safety practices	Group A	15	
CUALGT314	Install and operate follow spots	Group B	20	
CUASMT311	Work effectively backstage during performances	Group B	25	
CUASTA212	Assist with bump in and bump out of shows	Group D	20	
CUASOU306	Operate sound reinforcement systems	Group B		
CUASTA314	Maintain physical production elements	Group B		
CUAMUP411	Design, apply and remove makeup	Import		
Specialisation study is required to achieve a Certificate III in Live Production and Technical Services CUA30420.				

Hospitality - Certificate II in Cookery SIT20421



RTO
RTO No: 90413

ATAR Status: Yes*

Number of Units: 2

Category: VET

**There is an optional HSC examination with this course. The examination must be sat if this course is to count towards the calculation of an ATAR.*

Contact Person: Mrs Kate Ashdown kashdown@eac.nsw.edu.au

Course Levy: \$400 is payable in Year 11 and Year 12 to cover the cost of materials. Students will also need to purchase a full chef's uniform.

Course Description

Emmanuel Anglican College offers *Hospitality* as a 2 unit course VET course that is studied in both Year 11 and Year 12.

- Statement of Attainment or Certificate II in Cookery SIT20421
- 240 indicative hours (2 units x 2 years)
- Theory and practical units
- Two Mandatory work placements of 35 hours each
- Practical food preparation learning experiences
- Compulsory participation in hospitality functions, some held outside school hours.

Qualification Description

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not meet the requirements for trade recognition as a cook but can provide a pathway towards achieving that. This qualification provides a pathway to work in Cookery in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafés, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

Assessment Requirements

Competency based assessment. Compulsory attendance and participation in class functions and activities. Assessment includes teacher observations of student performance, quizzes, portfolios, research tasks, presentations and classwork. Optional HSC Examination to attain units for an ATAR.

Units of Competency to be Delivered (Approved by the AIS NSW RTO) Units are correct at time of printing				
Unit Code	Unit Title	AQF Category	HSC Hours	Timing Term
SITHCCC023	Use food preparation equipment Prerequisite: SITXFSA005	Core	20	
SITHCCC027	Prepare dishes using basic methods of cookery Prerequisite: SITXFSA005	Core	40	
SITHCCC034	Work effectively in a commercial kitchen Prerequisite: SITXFSA005	Core	20	
SITHKOP009	Clean kitchen premises and equipment Prerequisite: SITXFSA005	Core	15	
SITXFSA005	Use hygienic practices for food safety	Core	10	
SITXINV006	Receive, store and maintain stock Prerequisite: SITXFSA005	Core	15	
SITXWHS005	Participate in safe work practices	Core	15	
SITHCCC024	Prepare and present simple dishes Prerequisite: SITXFSA005	Elective Group A	20	
SITHCCC025	Prepare and present sandwiches	Elective Group A	20	
SITHCCC026	Package prepared foodstuffs	Elective Group A	10	
SITXFSA006	Participate in safe food handling practices	Elective Group A	20	
SITXCCS011	Interact with customers	Elective Group D	20	
SITXCOM007	Show social and cultural sensitivity	Elective Group D	10	

FACULTY: MATHEMATICS

Mathematics Standard (Year 11)

Mathematics Standard 1 & 2 (Year 12)

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mr Andrew Kieseewetter akieseewetter@eac.nsw.edu.au

Course Levy: N/A

Course Description

The *Mathematics Standard* course develops students' knowledge, understanding and skills in working mathematically and communicating with clarity and precision. It explores real world applications through mathematical modelling, helping students solve problems relevant to their current and future needs. In Year 12, students may have the option to study *Mathematics Standard 1 or 2*, although this will depend on final class numbers. Students are encouraged to consider university prerequisites when selecting the level of mathematics they wish to study.

Mathematics Standard 1 is designed to strengthen students' numeracy by building confidence and helping them find meaning in mathematics. This course equips students to apply mathematics in real-life situations, such as everyday life, the workplace, or further education and training.

Mathematics Standard 2 is suited to students who wish to build on their Stage 5 mathematics skills without undertaking the advanced concepts found in calculus. It provides a strong foundation for students aiming to apply mathematical skills in practical contexts or to support further study after school.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Algebra• Formulae and Equations• Linear Relationships• Measurement• Applications of Measurement• Working with Time• Financial Mathematics• Money Matters• Statistical Analysis• Data Analysis• Relative Frequency and Probability	<ul style="list-style-type: none">• Algebra• Types of Relationships• Measurement• Non-right-angled Trigonometry• Rates and Ratios• Financial Mathematics• Investments and Loans• Annuities• Statistical Analysis• Bivariate Data Analysis• The Normal Distribution• Networks• Network Concepts• Critical Path Analysis

Assessment Requirements

In Year 11 there will be three assessment tasks. In Year 12 there will be four assessment tasks. The types of tasks students may be asked to complete include class tests and examinations.

In the HSC year, students are externally marked in a formal examination (*Standard 1* - 2 hours +10 mins reading, *Standard 2* - 2.5 hours + 10 mins reading).

Mathematics Advanced

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mr Andrew Kiesewetter akiesewetter@eac.nsw.edu.au

Course Levy: N/A

Course Description

Mathematics Advanced is a calculus-based course aimed at students who demonstrate a general mastery of all skills covered in Stage 5 Mathematics. This course is sufficient for further studies in mathematics as a minor discipline at the tertiary level, in support of such courses as commerce, economics, life sciences and information technology.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Functions• Working with Functions• Trigonometric Functions• Trigonometry and Measure of Angles• Trigonometric Functions and Identities• Calculus• Introduction to Differentiation• Exponential and Logarithmic Functions• Logarithms and Exponentials• Statistical Analysis• Probability and Discrete Probability Distributions	<ul style="list-style-type: none">• Functions• Graphing Techniques• Trigonometric Functions• Trigonometric Functions and Graphs• Calculus• Differential Calculus• Applications of Differentiation• Integral Calculus• Financial Mathematics• Modelling Financial Situations• Statistical Analysis• Descriptive Statistics and Bivariate Data Analysis• Random Variables

Assessment Requirements

In Year 11 there will be three assessment tasks. In Year 12 there will be four assessment tasks. The types of tasks students may be asked to complete include class tests and examinations.

In the HSC year, students are externally marked in a formal examination (3 hours + 10 mins reading).

Mathematics Extension 1 (Year 11 & HSC)

Mathematics Extension 2 (HSC Year only)

ATAR Status: Yes

Number of Units: 1

Category: Board Developed

Contact Person: Mr Andrew Kieseewetter – akieseewetter@eac.nsw.edu.au

Course Levy: N/A

Course Description (*Mathematics Extension 1*)

Mathematics Extension 1 is a calculus-based course aimed at students who have demonstrated a mastery of the skills included in Stage 5 Mathematics.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Functions• Further Work with Functions• Polynomials• Trigonometric Functions• Inverse Trigonometric Functions• Further Trigonometric Identities• Calculus• Rates of Change• Combinatorics• Working with Combinatorics	<ul style="list-style-type: none">• Proof• Introduction to Proof by Mathematical Induction Vectors• Introduction to Vectors• Trigonometric Functions• Trigonometric Equations• Calculus• Further Calculus Skills• Applications of Calculus• Statistical Analysis• The Binomial Distribution

Assessment Requirements

In Year 11 there will be three assessment tasks. In Year 12 there will be four assessment tasks. The types of tasks students may be asked to complete include class tests and examinations.

In the HSC year, students are externally marked in a formal examination (2 hours + 10 mins reading).

Course Description (*Mathematics Extension 2*)

Mathematics Extension 2 builds on Mathematics Advanced and Extension 1 by offering deeper exploration of algebra, calculus, vectors, mechanics, complex numbers, and proof. It develops students' manipulation skills and appreciation for mathematics as an inventive, intuitive, and exploratory discipline. In the Year 12 course, students study the main topics of Proof, Vectors, Complex Numbers, Calculus, and Mechanics.

Assessment Requirements

In Year 12 there will be four assessment tasks. The types of tasks students may be asked to complete include class tests and examinations.

In the HSC year, students are externally marked in a formal examination (3 hours + 10 mins reading).

FACULTY: PDHPE

Health & Movement Science

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mr Craig Saad csaad@eac.nsw.edu.au

Course Levy: \$140 is payable in Year 11 and 12 to cover the cost of workbooks and excursions.

Course Description

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

The Year 11 course comprises four components, and students must study all of these. Year 11 is organised into two focus areas: (1) Health for individuals and communities and (2) The body and mind in motion. Plus, (3) Depth Studies and (4) Collaborative Investigation components also need to be studied, enabling further development of skills in collaboration, analysis, communication, creative thinking, problem-solving, and research that underpin the syllabus content.

The Year 12 course comprises three components, and students must study all of these. Year 12 is also organised into two focus areas: (1) Health in an Australian and global context and (2) training for improved performance. Plus, students engage with two Depth Studies (3).

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Focus Areas (80 hours)<ul style="list-style-type: none">- Health for individuals and communities (40)- The body and mind in motion (40)• Depth Studies (20 hours)• Collaborative Investigation (20 hours)	<ul style="list-style-type: none">• Focus Areas (90 hours)<ul style="list-style-type: none">- Health in an Australian and global context (45)- Training for improved performance (45)• Depth Studies (30 hours)

Assessment Requirements

Students must complete various assessment tasks, including Oral presentations, Biochemical Analysis, Research Reports, Creation of Training Programs, Case Studies and Examinations.

In the HSC year, students are externally marked in a formal examination (3 hours + 5 mins reading).

Community & Family Studies

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mr Craig Saad csaad@eac.nsw.edu.au

Course Levy: \$40 is payable in Year 11 and 12 to cover the cost of workbooks.

Course Description

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

Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Year 11 Course Main topics studied Core Topics <ul style="list-style-type: none">• Resource Management:<ul style="list-style-type: none">- Basic concepts of the resource management process• Individuals and Groups:<ul style="list-style-type: none">- The individual roles, relationships and tasks within groups• Families and Communities:<ul style="list-style-type: none">- Family structures and functions and the interaction between family and community.	Year 12 Course Main topics studied Core Topics <ul style="list-style-type: none">• Research Methodology<ul style="list-style-type: none">- Research methodology and skills culminating in the production of an Independent Research Project.• Groups in Context<ul style="list-style-type: none">- The characteristics and needs of specific community groups.• Parenting and Caring<ul style="list-style-type: none">- Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society. Optional Component <ul style="list-style-type: none">• Students study ONE of the following:• Family and Societal Interactions• Social Impact of Technology• Individuals and Work
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Assessment Requirements

Students are required to complete a range of assessment tasks including: Oral presentations, Independent Research Project (IRP), Case Studies and Examinations.

In the HSC year, students are externally marked in a formal examination (3 hours + 5 mins reading).

Sport Lifestyle & Recreation Studies (SLR)

ATAR Status: No

Number of Units: 2

Category: Content Endorsed

Contact Person: Mr Craig Saad csaad@eac.nsw.edu.au

Course Levy: \$300 is payable in Year 11 and 12 to cover the cost of excursions.

Course Description

Sport, Lifestyle and Recreation (SLR) develops student's knowledge, understanding and skills needed to adopt an active and health-promoting lifestyle. *Sport, Lifestyle and Recreation* makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

SLR directly supports the Health & Movement Science (HMS) Year 12 Course, and students are able to study both. **Please note that this course may not run in Year 12.**

Main topics studied

The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There are no prescribed core components. Schools are able to select from these modules to develop programs that respond to student needs and interests. Students will study up to SIX of the following modules.

- | | |
|---|--|
| <ul style="list-style-type: none">• Aquatics• Athletics• Dance• First Aid and Sports Injuries• Fitness• Games and Sports Applications I• Games and Sports Applications II | <ul style="list-style-type: none">• Gymnastics• Healthy Lifestyle• Individual Games and Sports Applications• Outdoor Recreation• Resistance Training• Social Perspectives of Games and Sports• Sports Administration |
|---|--|

Assessment Requirements

Students are required to complete a range of assessment tasks which could include the following: critical reviews, diary/learning log, excursion reports, internet research assignments, multiple-choice tests, practical performances, problem-solving tests, short-answer tests and examinations.

Content Endorsed Courses DO NOT have a Higher School Certificate Exam and so do not count towards an ATAR, but they DO COUNT towards the award of the HSC. These courses will be listed on the students' record of achievement.

FACULTY: SCIENCE

Biology

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mr Gavin Hartel ghartel@eac.nsw.edu.au

Course Levy: \$100 is payable in Year 11 and 12 to cover the cost of workbooks & consumable items.

Course Description

Biology explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of *Biology* and its significance in finding solutions to health and biodiversity issues in a changing world. Working Scientifically processes are used to develop scientific investigative skills. Students are provided with opportunities to design and conduct biological investigations both individually and collaboratively. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

Biology builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Module 1: Cells as the Basis of Life• Module 2: Organisation of Living Things• Module 3: Biological Diversity• Module 4: Ecosystem Dynamics	<ul style="list-style-type: none">• Module 5: Heredity• Module 6: Genetic Change• Module 7: Infectious Disease• Module 8: Non-infectious Disease and Disorders

Assessment Requirements

In Year 11 there will be three assessment tasks. The types of tasks students may be asked to complete include: depth studies, practical examinations, research projects, field studies, presentations and examinations.

In the HSC year, students are externally marked in a formal examination (3 hours + 5 mins reading).

Chemistry

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mr Gavin Hartel ghartel@eac.nsw.edu.au

Course Levy: \$100 is payable in Year 11 and 12 to cover the cost of consumables items.

Course Description

Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena. *Chemistry* involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms to gain a better understanding of how chemicals interact

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Module 1: Properties and Structure of Matter• Module 2: Introduction to Quantitative Chemistry• Module 3: Reactive Chemistry• Module 4: Drivers of Reactions	<ul style="list-style-type: none">• Module 5: Equilibrium and Acid Reactions• Module 6: Acid/Base Reactions• Module 7: Organic Chemistry• Module 8: Applying Chemical Ideas

Assessment Requirements

In Year 11 there will be three assessment tasks. The types of tasks students may be asked to complete include: depth studies, practical examinations, research projects, presentations and examinations.

In the HSC year, students are externally marked in a formal examination (3 hours + 5 mins reading).

Physics

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mr Gavin Hartel ghartel@eac.nsw.edu.au

Course Levy: N/A

Course Description

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

The problem-solving nature of physics further develops students' skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena. Students are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Module 1: Kinematics• Module 2: Dynamics• Module 3: Waves and Thermodynamics• Module 4: Electricity and Magnetism	<ul style="list-style-type: none">• Module 5: Advanced Mechanics• Module 6: Electromagnetism• Module 7: The Nature of Light• Module 8: From the Universe to the Atom

Assessment Requirements

In Year 11 there will be three assessment tasks. The types of tasks students may be asked to complete include: investigations, practical examinations, research projects, presentations and examinations.

In the HSC year, students are externally marked in a formal examination (3 hours + 5 mins reading).

Investigating Science

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mr Gavin Hartel ghartel@eac.nsw.edu.au

Course Levy: \$100 is payable in Year 11 and 12 to cover the cost of consumables items.

Course Description

Investigating Science is a course that promotes active inquiry and explores key scientific concepts, models, and phenomena. It focuses on developing students' understanding of scientific processes and their skills in pursuing, creating, and evaluating scientific ideas.

The course emphasises the importance of scientific research and encourages students to design and conduct their own investigations. The course is designed to enhance students' understanding of the nature, practice, applications, and influences of science. It promotes critical thinking, problem-solving, and the ability to communicate scientific ideas effectively. By engaging with various scientific methodologies, students develop a deeper appreciation for the role of science.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Module 1: Cause and Effect - Observing• Module 2: Cause and Effect - Inferences and Generalisations• Module 3: Scientific Models• Module 4: Theories and Laws	<ul style="list-style-type: none">• Module 5: Scientific Investigations• Module 6: Technologies• Module 7: Fact or Fallacy?• Module 8: Science and Society

Assessment Requirements

In Year 11 there will be three assessment tasks. The types of tasks students may be asked to complete include depth studies, practical investigations, research projects, data analysis tasks, presentations, and examinations.

In the HSC year, students are externally marked in a formal examination (3 hours + 5 mins reading).

Science Extension (HSC Year Only)

ATAR Status: Yes

Number of Units: 1

Category: Board Developed

Contact Person: Mr Gavin Hartel ghartel@eac.nsw.edu.au

Course Levy: \$50 is charged in Year 12 to cover the cost of laboratory consumables. Students may have additional charges based on the research project that they choose to undertake.

Course Description

Science Extension is a dynamic and challenging course designed for students with a passion for scientific research, critical thinking, and independent inquiry. This course provides a unique opportunity to delve deeply into scientific area of personal interest, moving beyond the scope of tradition HSC Science disciplines.

Students will embark on a sustained, in depth scientific investigation, culmination in a major research project. This process will hone essential 21st century skills, including:

- Formulating Research Questions: identifying gaps in scientific knowledge and developing testable hypotheses.
- Designing and executing Investigations: planning experiments, collection and analysing data, and employing appropriate scientific methodologies.
- Scientific Communication: effectively communications complex scientific ideas through written reports, presentations, and data visualisations.
- Critical Analysis and Evaluation: critically appraising scientific information, identifying limitations, and proposing future directions.
- Ethical Considerations: understanding and applying ethical principles in scientific research.

The course is largely self-directed, with teachers providing guidance, mentorship, and facilitating access to resources. Students will develop a sophisticated understanding of the nature of science its methodologies, and its role in addressing real world challenges.

Prerequisites: Successful completion of the NSW Stage 5 Science course and a strong interest in scientific enquiry. Students should also be studying either *Biology*, *Chemistry*, or *Physics*.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• NA	<ul style="list-style-type: none">• Module 1 The foundations of scientific thinking.• Module 2: The scientific research proposal.• Module 3: The data, evidence and decisions.• Module 4 the Scientific Research Project.

Assessment Requirements

The assessment requirements for this course are primarily centred around a scientific research project, which culminates in a scientific research report (the major work), followed by an online HSC Examination.

FACULTY: TECHNOLOGY & APPLIED STUDIES (TAS)

Engineering Studies

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mrs Kate Ashdown kashdown@eac.nsw.edu.au

Course Levy: \$80 is payable in Years 11 and 12 to cover the cost of consumables.

Course Description

The *Engineering Studies* Stage 6 Syllabus is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies.

The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team. Engineering application modules develop knowledge and understanding of engineering concepts and impacts through the study of engineered products. Engineering focus modules develop knowledge and appreciation of the role of engineers by studying the nature of the engineering profession and emphasising the scope of engineering activities in a given field.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Engineering fundamentals• Engineered products• Braking systems• Biomedical engineering	<ul style="list-style-type: none">• Civil structures• Personal and public transport• Aeronautical engineering• Telecommunications engineering

It is essential that students also undertake *Mathematics Advanced* or *Mathematics Standard 2* as there is an emphasis on Maths in the course. *Physics* would also be helpful but not essential.

Assessment Requirements

In Year 11 there will be three assessment tasks and in Year 12 there will be four assessment tasks. Students will complete a range of assessments, including engineering reports and examinations, with a balance between the assessment of knowledge and understanding of course content and the assessment of knowledge and skills in research, problem solving and communication related to engineering practice.

The *Engineering Studies* HSC Examination is taken over 3 hours plus 5 minutes reading and consists of objective response and short answer items. A formula sheet is provided.

Enterprise Computing

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mrs Kate Ashdown kashdown@eac.nsw.edu.au

Course Levy: \$50 is payable in Years 11 and 12 to cover the cost of software.

Course Description

Students of *Enterprise Computing* develop an understanding of how computing technologies can be harnessed to provide compelling user interaction and efficient access to information that supports commercial, industrial, social, and environmental initiatives. Students perform project work and apply their knowledge and skills in interactive media and the user experience, networking systems and social connections, cybersecurity principles, data science, data visualisations, and intelligent systems.

Year 11 Course Main topics studied	Year 12 Course Main topics studied
<ul style="list-style-type: none">• Interactive media and the user experience• Networking systems and social computing• Principles of cybersecurity	<ul style="list-style-type: none">• Data science• Data visualisation• Intelligent systems• Enterprise project

Assessment Requirements

Students will complete a variety of project-based assessments, requiring them to solve real life scenarios. They will be required to create a relational database, construct a website for a local business and undertake written examinations and tests.

The HSC Examination of 2 hours and 30 minutes is taken online and consists of objective-response items and short-answer items.

Industrial Technology – Multimedia

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mrs Kate Ashdown - kashdown@eac.nsw.edu.au

Course Levy: \$100 is payable in Year 11 and 12 for software.

Course Description

Industrial Technology Stage 6 consists of project work and industry study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices. The Focus Area of this stream is Multimedia.

Industrial Technology is designed to develop in students a knowledge and understanding of the multimedia industry and its related technologies with an emphasis on design, management and production through practical applications.

Note: *IT Multimedia cannot be studied in conjunction with IT Timber as they are the same course.*

Year 11 Course	Year 12 Course
Main topics studied <ul style="list-style-type: none">• Industry Study (15%)• Design (10%)• Management and Communication (20%)• Production (40%)• Industry Related Manufacturing Technology (15%)	Main topics studied <ul style="list-style-type: none">• Industry Study (15%)• Major Project (60%)• Design, Management and Communication• Production• Industry Related Manufacturing Technology (25%)

Assessment Requirements

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

The *Industrial Technology Multimedia* HSC is taken over 1.5 hours and consists of 3 sections, Multiple Choice, Short Answer and Extended response questions.

The Year 12 Major Project is externally assessed and must be submitted on a day nominated by NESA during the trial examination period. The major project is worth 60 marks, and the HSC examination is worth 40 marks.

Industrial Technology – Timber

ATAR Status: Yes

Number of Units: 2

Category: Board Developed

Contact Person: Mrs Kate Ashdown kashdown@eac.nsw.edu.au

Course Levy: \$200 is payable in Year 11 and \$120 in Year 12 to cover the cost of consumables. Students will also be required to purchase their own timber/materials for their Major Project in Year 12.

Course Description

Industrial Technology Stage 6 consists of project work and industry study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices. The Focus Area of this stream is Timber Products and Furniture Technologies.

Industrial Technology is designed to develop in students a knowledge and understanding of the timber industry and its related technologies with an emphasis on design, management and production through practical applications.

Note: *IT Timber cannot be studied in conjunction with IT Multimedia as they are the same course.*

Year 11 Course	Year 12 Course
Main topics studied <ul style="list-style-type: none">• Industry Study (15%)• Design (10%)• Management and Communication (20%)• Production (40%)• Industry Related Manufacturing Technology (15%)	Main topics studied <ul style="list-style-type: none">• Industry Study (15%)• Major Project (60%)• Design, Management and Communication• Production• Industry Related Manufacturing Technology (25%)

Assessment Requirements

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

The *Industrial Technology Timber* HSC is taken over 1.5 hours and consists of 3 sections, Multiple Choice, Short Answer and Extended response questions.

The Year 12 Major Project is externally assessed and must be submitted on a day nominated by NESA during the trial examination period. The major project is worth 60 marks, and the HSC examination is worth 40 marks.

SECTION FOUR: OTHER PATHWAY OPTIONS

4.1 Other Pathway Options

Students may choose to explore a variety of alternative pathway options, such as:

- School-Based Apprenticeships and Traineeships (SBAT)
- Distance Education courses
- Languages through the NSW School of Languages
- TVET (TAFE) or Virtual VET courses

To be considered for any of these options, students must complete the *Other Pathway Options Expression of Interest* Google Form <https://forms.gle/PkaowcNumrQX7YA96>

4.2 NSW School of Languages

The NSW School of Languages is part of the Department of Education's distance learning network and offers a flexible and supportive program for language learners. Students access their coursework through a combination of **online platforms, written materials, email communication, phone calls, and video conferencing**. Regular feedback and interaction with specialist language teachers help support each student's progress.

Students are also supported by the Student Services Team at the College, who act as a **school-based supervisor** and liaison.

Courses offered in 2026 are:

<ul style="list-style-type: none">• Chinese• French• German• Indonesian• Italian• Japanese	<ul style="list-style-type: none">• Korean• Latin• Modern Greek• Portuguese• Russian• Spanish
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4.3 TVET Courses

VET courses can be studied either at school (VET) or through TAFE NSW (TVET) and other training providers.

As part of your HSC, you can study **Vocational Education and Training (VET) courses** that not only contribute to your HSC and, in some cases, your ATAR, but also result in a **nationally recognised industry qualification**.

Key Features:

- **Nationally Recognised:** All VET courses are part of the **Australian Qualifications Framework**, meaning the qualifications are recognised across Australia.
- **Competency-Based:** You progress by demonstrating skills and knowledge, not just completing written exams.
- **Flexible Delivery:** Courses may be offered at school, TAFE, or by external providers.

There are a number of courses that can be delivered by school or TAFE that are known as "Industry Curriculum Framework" (ICF) courses.

These courses:

- count towards your HSC.
- may contribute to your ATAR (if you sit the optional HSC exam).
- provide a Certificate I, II or III qualification.
- require a compulsory 35-hour work placement per year.

For more information, visit: <https://www.tafensw.edu.au/>

Below is a list of TVET courses offered by TAFE NSW (Wollongbar & Kingscliff Campus) in 2026.

Please note that not all the courses listed below will be available — availability depends on student interest, campus resources and TAFE scheduling.

<p>ICF Courses Offered in 2026: *ATAR contribution if you sit the HSC Exam</p> <p>Wollongbar Campus</p> <ul style="list-style-type: none"> • Automotive (Mechanical Technology) • Automotive (Vehicle Body) • Construction • Electrotechnology • Human Services (Nursing 360hr course) • Information and Digital Technology (Network and Hardware) • Information and Digital Technology <p>Kingscliff Campus</p> <ul style="list-style-type: none"> • Tourism, Travel and Events (Tourism) 	<p>BEC Offered in 2026: *Count Towards HSC but <u>NOT ATAR.</u></p> <p>Wollongbar Campus</p> <ul style="list-style-type: none"> • Animal Care (Certificate II) • Animal Care (Certificate II) • Aviation (Ground Operations and Service) • Baking • Salon Assistant • Aviation (Cabin Crew) • Aviation (Remote Pilot) <p>Kingscliff Campus</p> <ul style="list-style-type: none"> • Baking • Early Childhood Education and Care • Fitness • Beauty Services (Make-Up) • Screen and Media
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4.4 [Virtual VET Courses](#)

HSC Virtual VET courses will also be available in 2026. These new, industry-focused courses contribute to both the HSC and ATAR, equipping students with in-demand workplace skills.

These are standard NESA courses that are delivered in a virtual mode. Courses delivered in a virtual mode combine teacher-led virtual classrooms with workshops and work placements across a range of exciting courses for growth industries.

The aim is to connect secondary students across NSW with the skills they'll need to fill the jobs of the future.

Virtual VET courses offer the following benefits:

- An opportunity to complete a nationally recognised vocational education and training (VET) qualification that contributes to the HSC.
- A teacher-led virtual classroom.
- Scheduled workshops for practical, hands-on skills (where applicable).
- 24/7 access to content.
- Collaboration with other students around NSW via the virtual classroom environment.
- Access to leading industry software, simulated workplaces and tools.

Virtual Vet Courses on Offer

Click the name of each course below to read more about the credential and career pathways.

<ul style="list-style-type: none">▪ Automotive: Automotive Technology▪ Business Services: Big Data▪ Business Services: Business Operations▪ Business Services: Entrepreneurship▪ Business Services: Health Administration▪ Business Services: Real Estate▪ Construction: Construction and Virtual Design▪ Electrotechnology: Robotics▪ Financial Services: Accounting▪ Human Services: Allied Health Assistant▪ Human Services: Care in Ageing	<ul style="list-style-type: none">▪ Information and Digital Technology: Cloud Computing▪ Information and Digital Technology: Cyber Security▪ Information and Digital Technology: Game Design▪ Information and Digital Technology: Web Development▪ Primary Industries: Conservation and Ecosystem Management▪ Primary Industries: Horticulture▪ Retail Services: Digital Supply Chain▪ Retail Services: Social Media▪ Tourism, Travel and Events: Events and Virtual Experiences
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Expressions of Interest (EOIs) open in Term 2 of the year prior to study and close prior to the end of Term 3. It is recommended that students start conversations with their VET coordinator or career advisor as early as possible.

4.5 School Based Apprenticeships and Traineeships (SBATS)

A School-Based Apprenticeship or Traineeship (SBAT) allows you to begin a trade qualification or complete a full traineeship while still at school, as part of your HSC program.

What Are SBATs?

SBATs give Year 11 and 12 students the opportunity to:

- Gain a nationally recognised VET qualification
- Achieve their **HSC**, with some courses also contributing to the **ATAR** (if the optional HSC exam is undertaken)
- Develop **valuable work skills and experience** through paid part-time employment

School-Based Apprenticeships

Students undertaking a **school-based apprenticeship** will:

- Enter a **training contract** for five years (two years part-time during school and three years full-time after graduation)
- Complete **100–180 days** of paid employment by the end of Year 12
- Enrol in and work towards a **Certificate III qualification**, typically through TAFE
- Attend TAFE **one day per week** during school, work **one day per week** in their apprenticeship, and attend school for the remaining **three days**

Courses such as **Automotive, Construction, and Electrotechnology** may contribute to your ATAR if the HSC exam is completed.

School-Based Traineeships

Students undertaking a **school-based traineeship** will:

- Sign a training contract lasting for two years or until formal training is completed
- Undertake a minimum of 100 days of paid employment
- Complete a Certificate II or III qualification, usually at TAFE

Examples of traineeships include **Business Services, Information Technology, Aged Care, and Allied Health**. Some may also contribute to the ATAR if the HSC exam is completed.

How Does It Work?

The structure of an SBAT will vary depending on the trade or industry, but typically includes:

- **One day per week** spent in paid work during school terms
- Additional work days during **school holidays** to meet the required number of paid hours
- TAFE or training organisation attendance one day per week (for apprenticeships)
- Some traineeships (e.g. in retail) may be completed **outside school hours**

SBATs count for **2 to 4 HSC units**, giving students flexibility and time to manage their school studies alongside their training and work commitments. **Strong time management and self-discipline** are essential.

What You Need to Know

- **Finding an employer** is the first and most important step. Many SBATs are secured through family or community connections.
- Employers are often unfamiliar with SBATs, so students may need to advocate for the opportunity.
- Interested students must speak with the Student Services Team:
Student Support Officer: Pathways & Partnerships (Mr Ben McRae) & Leader of Graduate Preparation (Mrs Guest)
- Applications will be reviewed by the **Student Services Team**, and final approval must be given by the **Director of Teaching and Learning**.
- As SBATs are largely self-directed, students who do not fulfil their training or work requirements may be at risk of **not completing the HSC**.

For more information visit: <https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/about-sbats>



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