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SENIOR SUBJECT SELECTION and ASSOCIATED CONTRIBUTIONS HANDBOOK

Year 11 Preliminary Course 2025

Year 12 HSC Course 2026

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Moving into the Senior School

You have reached that stage of your school career where you need to make some important decisions. In making the transition from School to Work, there are a number of pathways to choose from. These include:

- Completing a HSC in order to undertake further study at University.
- Completing a HSC and then continuing on with further study at TAFE or another educational centre.
- Completing a HSC and then moving directly into the workforce.
- Leaving school to study at TAFE.

You are in the driver's seat, and it is **you** who decides which road to go down. It is important that you take the time to get advice, make decisions based on fact and take the road that is best suited to you.

To assist you in working through the maze of information and to make informed decisions, a number of activities have been planned. These include:

Schedule	Process
Term 2 2024	Proposed 2025 / 2026 Course Offerings. Feasibility and staffing analysis
	Confirmation of 2025 / 2026 Course Offerings
	Publication of 2025 / 2026 Curriculum Handbook
	Distribution of 2025 / 2026 Curriculum Handbook to parents and students
Term 3 2024	Student Information Meeting
	Course Expression of Interest (EOI) issued to Students
	EOI signed by parents and returned
	Finalisation of courses, lines and staffing from EOI
	Initial course selection and parent sign off
	Course counselling training for key staff
	Course counselling process
Term 4, 2024	Final parent sign off on HSC course selection
	Week 8 & 9 – Yr 10 'Flip' and initial subject changes

This booklet contains information about requirements for completing a Higher School Certificate and all the subjects offered at Ashfield Boys High School for the senior years of your education.

It is important that you read this booklet thoroughly, ask lots of questions, discuss your decisions with your family and choose your subjects carefully. For such an important decision, take the time to get it right, the first time! **This is an investment in your future.**

A Few Tips for Students

There are a few things to remember when selecting a subject for next year.

- Choose those subjects that you like and that you are good at.
- Don't choose a subject based on teachers. There is no guarantee who will be allocated the class.
- Be an individual and build on YOUR strengths, not your friends.

Eligibility for the Higher School Certificate

- Satisfactorily complete Year 10,
- Study an approved pattern of Preliminary and HSC Courses
- Have a satisfactory record of attendance and application in each course
- Satisfactorily undertake the school's assessment program in each course
- Complete a sufficient number of Preliminary and HSC courses within five examination years.

Preliminary courses are those taken in Year 11 and do not have an external examination.

HSC courses are taken in Year 12 and end with an HSC examination. The study of HSC courses usually commences in Term 4 of Year 11.

Before commencing your HSC courses, you must satisfactorily complete all your Preliminary courses with due diligence, sustained effort and excellent attendance.

Full details of the NSW Education Standards Authority HSC Requirements can be found in the Assessment, Certification and Examination (ACE) manual. The manual is available on the NSW Education Standards Authority (NESA) website <https://ace.nesa.nsw.edu.au/>

Course Patterns

- Courses offered for the HSC have a unit value.
- A unit refers to a period of teaching of approximately two hours per week and has a value of 50 marks in the HSC examination.
- A 2 unit course has up to four hours per week of teaching time and an examination value of 100 marks.
- The basic structure for most courses is 2 units.
- Extension courses of 1 unit value can be taken in a number of subject areas in both the Preliminary and HSC years. Extension courses are designed to build on the content of the 2 unit course and require students to work beyond the 2 unit standard.
- For more information on Stage 6 (HSC and Preliminary courses see the NESA website <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Satisfactory Completion of a Course

To satisfactorily complete a course, students must meet the following criteria:

- Follow the course developed or endorsed by NESA;
- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school – this includes regularly attending all classes; and
- Achieve some or all of the course outcomes

Mandatory Study Requirements

English is the only compulsory Higher School Certificate subject.

A serious attempt at the required Higher School Certificate examinations must be made.

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least:

- 12 units in your Preliminary study pattern (Year 11 - 3 terms)
- 10 units in your HSC pattern. (Year 12 – 4 terms starting Term 4 in Year 11)
- 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 your HSC course For more information on this please access the link below:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects
- No more than seven units of science courses can be studied.

Oral, practical and project work required for specific courses and the assessment requirements for each course must be completed.

Life Ready is a mandatory 25-hour course that is completed in Yr. 11. It is designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.

The development of the following skills will empower students to take positive action to be healthy, safe and well, promote positive and respectful relationships and transition confidently to post school independence, and participation in the community.

All My Own Work is also a mandatory course that all students must complete as part of their HSC. This is completed in Careers lessons by the end of Year 10. This course is set by NESAs and is online through Students online.

Leave of Absence During School Term

The Principal will not be able to approve any Application of **Leave – Travel** unless there are exceptional circumstances.

The HSC Curriculum – Types of Courses

Board Developed Course	Board Endorsed Course
HSC examination except for: <ul style="list-style-type: none"> Optional examination in English Studies and Mathematics Standard 1 and VET Curriculum Framework courses All Life Skills courses 	No HSC examination – school-based assessment only
May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).	Not included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).
Includes some Vocational Education and Training (VET) courses.	Includes some Vocational Education and Training (VET) courses.
Includes Life Skills courses.	

Life Skills Courses – Students may access a single or multiple Life Skills Courses upon request or identified need. These courses enable students to gain course specific knowledge and understanding, skills, values and attitudes that will be appropriate to post school environments, such as: community living; further education; and employment.

Life Skills Courses have Board Developed Course status and contribute to the attainment of the HSC. They do not have HSC examinations and so do not contribute to the calculation of an ATAR. Students wishing to enrol in these courses must see the Ms Henry or Ms Longman.

Extension Courses – are 1 unit courses and require students to work beyond the standard of the 2 unit course. They are available in English, Mathematics, History, Music, Science, and some Languages subjects.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. The preliminary extension course in these subjects must be completed before proceeding to the two 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 Year 12 only.

School Delivered Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

Work Placement

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

Students will:

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

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET) Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses>. For further information about how to access an EVET course, talk to Ms Longman.

School Based Apprenticeships and Traineeships (SBAT) Information about SBATs is available here <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with Ms Longman.

We will be offering the following industry frameworks at Ashfield Boys High School;

- Construction
- Hospitality –Cookery

The courses below marked * will include a written examination at the end of the Preliminary Course and at the Trial HSC. For the Higher School Certificate only students who wish to obtain an ATAR must sit for a written examination in addition to the other requirements of the course.

VET Course	VET Curriculum Framework	Work Placement
Construction	Construction (240 hours)	70 hours
Hospitality – Cookery	Hospitality (240 hours)	70 hours

Assessment and Reporting

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course.

School based assessment tasks will constitute 50% of the HSC mark. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects.

The other 50% will come from the HSC examination.

The HSC mark for 2 unit courses will be reported on a scale of 0 to 99. A mark of 50 represents the minimum standard expected. For VET courses a competency-based assessment program will apply.

There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6, with marks from 90 - 99 corresponds to the highest level of achievement.

On Satisfactory Completion of the HSC Students Will Receive a Portfolio

This portfolio will contain:

- The Higher School Certificate Testamur for each course: the official certificate confirming achievement of all requirements for the award of the HSC.
- The Record of Achievement: the document listing the results of each HSC course satisfactorily completed.
- Course Reports: reports of marks, the performance scale and band descriptors, for each course.

Australian Tertiary Admission Rank (ATAR)

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. To be eligible you must:

- At least 10 units of Board Developed courses
- Complete at least 2 units of English. **English is ALWAYS** used as part of the ATAR
- The Board Developed courses completed must include at **least 3 courses** of 2 units or greater and at **least 4 subjects**

The ATAR is calculated using an aggregate of scaled marks in 10 units of Board Developed courses comprising either:

The best 2 units of English + 8 units from courses.

Board Developed HSC Courses Offered at Ashfield Boys High

(See course notes following this table for explanation)

Subject	Preliminary and HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Ancient History	Ancient History		
Biology	Biology		
Business Studies	Business Studies		
Chinese Beginners	Chinese Beginners		
Chinese Continuers	Chinese Continuers		
Chinese in Context	Chinese in Context		
Chemistry	Chemistry		
Drama	Drama		
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Standard English Advanced	English Extension 1	English Extension 1 English Extension 2
Enterprise Computing	Enterprise Computing		
Food Technology	Food Technology		
Geography	Geography		
Health and Movement Science	Health and Movement Science		
Legal Studies	Legal Studies		

Board Developed HSC Courses Offered at Ashfield Boys High (cont)

(See course notes following this table for explanation)

Subject	Preliminary and HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Mathematics	Mathematics Standard 2 Mathematics Advanced	Yr 11 Mathematics Extension 1	Yr 12 (HSC) Mathematics Extension1 Yr 12 (HSC) Mathematics Extension 2
Modern History	Modern History		
Multimedia	Multimedia		
Music 1	Music 1		
Music 2	Music 2		
PD/Health/PE	PD/Health/PE		
Physics	Physics		
Society and Culture	Society and Culture		
Studies of Religion	Studies of Religion II		
Construction (VET)	Construction Industry		
Hospitality – Cookery (VET)	Hospitality – Kitchen Operations		
Visual Arts	Visual Arts		

Exclusions

NESA has placed exclusions on the combination of certain courses that have similar content. A list of courses and exclusions appear below.

Course	Exclusion
Chinese Beginners	11540 Chinese Continuers 11547 Chinese in Context
Chinese in Context	11530 Chinese Beginners, 11540 Chinese Continuers
Chinese Continuers	15570 Chinese Extension, 11547 Chinese in Context
Drama	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
English Standard	11140 English Advanced, 11150 English Extension, 5170 English Extension 2, 30105 English Studies
English Advanced	11130 English Standard
English Extension	11130 English Standard,
Mathematics Standard 2 Mathematics Advanced	No other Maths courses
Music 1	Music 2
Studies of Religion 2	Studies of Religion 1
Visual Arts	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Ancient History

Faculty: HSIE

11020 Ancient History (2 units – Year 11)

15020 Ancient History (2 units – Year 12)

Course description

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

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

Preliminary - Year 11 course

- **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**

Students study at least two ancient societies.

- **Historical Investigation**

Historical concepts and skills are integrated in Year 11

HSC - Year 12 course

- **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 Year 12.

Course requirements

Preliminary - Year 11 course

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

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

HSC - Year 12 course

The course requires study from at least **TWO** of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

Biology

Faculty: Science

11030 Biology (2 units – Year 11)

15030 Biology (2 units – Year 12)

Course description

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

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

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

Preliminary - Year 11 course

The Year 11 course consists of four modules.

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

HSC - Year 12 course

The Year 12 course consists of four modules.

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

Course requirements

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

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

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

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

Business Studies

Faculty: HSIE

11040 Business Studies (2 units – Year 11)

15040 Business Studies (2 units – Year 12)

Course description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

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. 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.

Preliminary - Year 11 course

- **Nature of business:** The role and nature of business
- **Business management:** The nature and responsibilities of management
- **Business planning:** Establishing and planning a small to medium enterprise

HSC - Year 12 course

- **Operations:** Strategies for effective operations management
- **Marketing:** Development and implementation of successful marketing strategies
- **Finance:** Financial information in the planning and management of business
- **Human resources:** Human resource management and business performance

Chinese Beginners

Faculty: LOTE

11547 Chinese Beginners (2 units – Year 11)

15557 Chinese Beginners (2 units – Year 12)

Exclusions: Chinese Continuers; Chinese Extension; Chinese in Context. Eligibility rules apply to the study of this subject. Check with your teacher or refer to [Languages Courses Eligibility Criteria](#)

Course description

This 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 Chinese. Topics covered provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.

Topics studied through two interdependent perspectives, the personal world and Chinese communities, provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of Chinese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of the Chinese -speaking communities through the study of a range of texts.

Preliminary - Year 11 course

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Chinese.

HSC - Year 12 course

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Chinese.

Topics

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

Course Contribution: Year 11 \$35

Year 12 \$35

Chinese Continuers

Faculty: LOTE

11547 Chinese Continuers (2 units – Year 11)

15557 Chinese Continuers (2 units – Year 12)

Course description

This course provides opportunities for students to develop their skills and knowledge of Chinese. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of Chinese speaking communities through the study of a range of texts.

The Preliminary and HSC courses have prescribed themes as their organisational focuses:

- The Individual
- The Chinese-speaking communities
- The changing world

Preliminary - Year 11 course

Students' skills in, and knowledge of Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

HSC - Year 12 course

Students gain insight into the culture and language of Chinese-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.

Course Contribution: Year 11 \$35

Year 12 \$35

Chinese in Context

Faculty: LOTE

11547 Chinese in Context (2 units – Year 11)

15557 Chinese in Context (2 units – Year 12)

Eligibility

Strict eligibility rules apply to the study of this subject. Check with your teacher Ms Wang or refer to [Languages Courses eligibility criteria](#).

Course description

Chinese in Context develops students' intercultural and linguistic skills, as well as their knowledge and understanding, through the study of a range of texts. These texts are related to the following issues:

- Young people and their relationships
- Traditions and values in a contemporary society
- The changing nature of work
- The individual as a global citizen
- Chinese identity in the international context viewed from one or more of three perspectives:
 - Personal, Community and International and drawn from one or more of three contexts
 - Social and community settings
 - Contemporary literature and the arts and Media.

The Preliminary and HSC courses have as their organisational focus the study of issues.

Preliminary - Year 11 course

The students' intercultural and linguistic skills, knowledge and understanding of [Language] will be developed through the study of a range of texts related to the issues, viewed from one or more of the three perspectives (Personal, Community and International) and drawn from the one or more of the three contexts (Social and community settings, Contemporary literature and the arts, and Media).

HSC - Year 12 course

In the HSC course, students will explore in depth an area of interest related to one of the issues through the Personal Investigation.

Issues

- **Young people and their relationships:** Students consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.
- **Traditions and values in contemporary society:** Students consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society.

- **The nature of work:** Students consider the opportunities afforded bilingual students in Australian and Chinese contexts and how advances in communication technologies and changes in expectations and aspirations affect future study and employment.
- **The individual as a global citizen:** Students consider the notion of ‘global citizen’ and how this concept affects notions of environment, migration and technology, and the impact of global events and trends on the individual in Australia and elsewhere.
- **Australian identity:** Students consider the changing nature of Australian identity, from the viewpoints of a range of groups such as Aboriginal and Torres Strait Islander Peoples, those who have lived in Australia over generations and migrant communities.

Chemistry

Faculty: Science

11050 Chemistry (2 units – Year 11)

15050 Chemistry (2 units – Year 12)

Course description

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

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

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

Preliminary - Year 11 course

The Year 11 course consists of four modules:

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

HSC - Year 12 course

The Year 12 course consists of four modules:

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

Course requirements

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

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

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

Drama

Faculty: CAPA

11090 Drama (2 units – Year 11)

15090 Drama (2 units – Year 12)

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course description

Students in Drama study the practices of Making, Performing and Critically Studying. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

Preliminary - Year 11 course

Students engage with these components through collaborative and individual experiences. Preliminary course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance, and Theatrical Traditions and Performance Styles.

Learning comes from practical experiences in each of these areas.

HSC - Year 12 course

Australian Drama and Theatre, and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

Group Performance

Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

Individual Project

Students demonstrate their expertise in a particular area. They choose one project from:

- Critical Analysis
- Design
- Performance
- Script-writing
- Video Drama

Topics

- Australian Drama and Theatre (Core)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

Course requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. As part of their subjects, students will attend three (3) professional productions with associated costs.

In preparing for **the group performance**, the published *Course Prescriptions* include a topic list which is used as a starting point.

The **Individual Project** is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects

Students selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.

Course Contribution: **Year 11 \$120** (2 Professional theatre productions and HSC Onstage Tickets)
Year 12 \$120 (2 Professional theatre productions and HSC Onstage Tickets)

Economics

Faculty: HSIE

11110 Economics (2 units – Year 11)

15110 Economics (2 units – Year 12)

Course description

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes affect individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Preliminary - Year 11 course

- **Introduction to Economics:** The nature of economics and the operation of an economy
- **Consumers and Business:** The role of consumers and business in the economy
- **Markets:** The role of markets, demand, supply and competition
- **Labour Markets:** The workforce and role of labour in the economy
- **Financial Markets:** The financial market in Australia, including the share market
- **Government in the Economy:** The role of government in the Australian economy

HSC - Year 12 course

- **The Global Economy:** Features of the global economy and globalisation
- **Australia's Place in the Global Economy:** Australia's trade and finance
- **Economic Issues:** Issues including growth, unemployment, inflation, wealth and management
- **Economic Policies and Management:** The range of policies to manage the economy

English Standard

Faculty: English

11130 English Standard (2 units – Year 11)

15130 English Standard (2 units – Year 12)

Course description

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. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

Preliminary - Year 11 course

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

HSC - Year 12 course

The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.

Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.

Course requirements

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

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

Preliminary - Year 11 course

Students are required to study:

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

HSC - Year 12 course

Students are required to study:

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

English Extension

Faculty: English

- 11150 English Extension (1 unit – Year 11)
- 15160 English Extension 1 (1 unit – Year 12)
- 15170 English Extension 2 (1 unit – Year 12)

Course description

The English Extension 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. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

Preliminary - Year 11 course

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

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

HSC - Year 12 course

English Extension 1

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

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

The electives are

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

English Advanced

Faculty: English

11140 English Advanced (2 units – Year 11)

15140 English Advanced (2 units – Year 12)

Course description

In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

Preliminary - Year 11 course

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

HSC - Year 12 course

- The HSC Common Content consists of one module *Texts and Human Experiences* common to the HSC English Standard, the HSC English Advanced and HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.

Course requirements

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

- A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- Texts with a wide range of cultural, social and gender perspectives

Preliminary - Year 11 course

Students are required to study:

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

HSC - Year 12 course

Students are required to study:

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

Enterprise Computing

Faculty: Maths/Computing

Enterprise Computing (2 units – Year 11)

Enterprise Computing (2 units – Year 12)

Course description

The study of Enterprise Computing 11–12 enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Year 11 provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.

Year 12 provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

The aim of Enterprise Computing is to develop each student's capacity to:

- think creatively, devise solutions and communicate information to a range of audiences using a variety of computing resources
- apply computing technologies and systems thinking to data analysis
- solve (or improve) enterprise challenges, such as those relating to social, commercial or industrial issues.

Preliminary - Year 11 course

The Year 11 course consists of three modules.

- Interactive Media and the User Experience
- Networking Systems and Social Computing
- Principles of Cybersecurity

HSC - Year 12 course

The Year 12 course consists of four modules.

- Data Science
- Data Visualisation
- Intelligent Systems
- Enterprise Project

Course requirements

Indicative hours for each of the modules in Year 11 is 40 hours. For each of the modules in Year 12, the indicative hours are 30 each with the individual Enterprise Project comprising 30% of the school-based assessment.

Course Contribution: Year 11 \$35

Year 12 \$35

Engineering Studies

Faculty: TAS

11120 Engineering Studies (2 units – Year 11)

15120 Engineering Studies (2 units – Year 12)

Course description

Both Preliminary and HSC courses offer student's knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

Preliminary - Year 11 course

Students undertake the study of 4 compulsory modules:

THREE application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:

- Engineering Fundamentals
- Engineered Products and
- Braking Systems

ONE focus module relating to the field of Biomedical Engineering.

HSC - Year 12 course

Students undertake the study of 4 compulsory modules:

<p>TWO application modules relating to the fields of:</p> <ul style="list-style-type: none"> • Civil Structures and • Personal and Public Transport 	<p>TWO focus modules relating to the fields of:</p> <ul style="list-style-type: none"> • Aeronautical Engineering and • Telecommunications Engineering.
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Course requirements

Preliminary - Year 11 course

Students are required to produce a component of an engineering report in Engineering application module 3, Braking Systems, and then a complete engineering report in Engineering focus module 4, Biomedical Engineering.

HSC - Year 12 course

Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Course Contribution: Year 11 \$60

Year 12 \$60

Food Technology

Faculty: TAS

11180 Food Technology (2 units – Year 11)

15180 Food Technology (2 units – Year 12)

Course description

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting, and presenting food are integrated throughout the course.

Preliminary - Year 11 course

- Food Availability and Selection
- Food Quality
- Nutrition

HSC - Year 12 course

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

Course requirements

There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

Subject Contribution: Year 11 \$150

Year 12 \$160

Geography

Faculty: HSIE

11190 Geography (2 units – Year 11)

15190 Geography (2 units – Year 12)

Course description

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

Preliminary - Year 11 course

The course comprises of 4 compulsory focus areas:

- Earth's natural systems
- People, patterns and processes
- Human–environment interactions
- Geographical Investigation

HSC - Year 12 course

The course comprises of 3 compulsory focus areas:

- Global sustainability
- Rural and urban places
- Ecosystems and global biodiversity

Fieldwork

Twelve (12) hours of fieldwork are mandatory for both the Year 11 and Year 12 courses. Fieldwork may be integrated within one or more of the following focus areas – Earth's natural systems; People, patterns and processes; Human–environment interactions, as appropriate.

**Course Contribution: Year 11 \$80
Year 12 \$120**

Health and Movement Science

Faculty: PDHPE

Health and Movement Science (2 units – Year 11)

Health and Movement Science (2 units – Year 12)

Course description

The Year 11 and 12 Health and Movement Science course is structured to provide students with opportunities to develop and apply their knowledge, understanding and skills of health and movement concepts.

Year 11 is organised into 2 focus areas and depth studies: Health for individuals and communities; and The body and mind in motion.

Year 12 is organised into 2 focus areas and depth studies: Health in an Australian and global context; and Training for improved performance.

The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content. These skills encircle the syllabus structure along with the propositions 'Focus on educative purpose, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach.'

Preliminary - Year 11 course

- Health and Movement Science
- Health for individuals and communities
- The body and mind in motion
- Collaborative Investigation

HSC - Year 12 course

- Health and Movement Science
- Health in an Australian and global context
- Training for improved performance

Legal Studies

Faculty: HSIE

11220 Legal Studies (2 units – Year 11)

15220 Legal Studies (2 units – Year 12)

Course description

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

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

Preliminary - Year 11 course

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

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

HSC - Year 12 course

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

Each topic's themes and challenges should be integrated into the study of the topic.

Course Contribution: Year 11 \$30
Year 12 \$60

Mathematics Standard 2

Faculty: Maths

11236 Mathematics Standard (2 units – Year 11)

15236 Mathematics Standard 2 (2 units – Year 12)

Prerequisites

The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub-strands of Stage 5.1 and the following sub-strands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability.

Course description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

The study of Mathematics Standard 2 in Stage 6

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

Preliminary - Year 11 course

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

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

HSC - Year 12 course

The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic 'Network's.

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Topic: Financial Mathematics

- Investments and Loans
- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Networks

- Network Concepts
- Critical Path Analysis

Course requirements

Nil

All students studying the Mathematics Standard 2 course will sit for an HSC examination.

All students studying the Mathematics Standard course in Stage 6 have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

Mathematics Advanced

Faculty: Maths

11255 Mathematics Advanced (2 units – Year 11)

15255 Mathematics Advanced (2 units – Year 12)

Prerequisites

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all sub-strands of Stage 5.1 and Stage 5.2, and the following sub-strands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis

and at least some of the content from the following sub-strands of Stage 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes.

Course description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs

- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role

Preliminary - Year 11 course

The Mathematics Advanced Year 11 course content comprises five Topics, with the Topics divided into Subtopics.

Topic: Functions

- Working with Functions

Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Topic: Calculus

- Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

HSC - Year 12 course

The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic 'Financial Mathematics' in place of 'Exponential and Logarithmic Functions'.

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

Course requirements

Previous study of 5.3 Maths recommended.

Mathematics Extension 1

Faculty: Maths

11250 Mathematics Extension 1 (1 unit – Year 11)

15250 Mathematics Extension 1 (1 unit – Year 12)

Prerequisites

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all sub-strands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub-strands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry

Course description

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6

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

Preliminary - Year 11 course

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics.

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Topic: Calculus

- Rates of Change

Topic: Combinatorics

- Working with Combinatorics

HSC - Year 12 course

The Mathematics Extension 1 Year 12 course content includes the Topics 'Trigonometric Functions' and 'Calculus' continued from Year 11 and introduces three different Topics.

Topic: Proof

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

Topic: Statistical Analysis

- The Binomial Distribution

Course requirements

Must undertake Maths Advanced

Modern History

Faculty: HSIE

11270 Modern History (2 units – Year 11)

15270 Modern History (2 units – Year 12)

Course description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of 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 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 from 1919 to 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.

Preliminary - Year 11 course

- Investigating Modern History

Students undertake at least **ONE** option from 'The Nature of Modern History', and at least **TWO** case studies.

- Historical Investigation
- The Shaping of the Modern World

At least **ONE** study from 'The Shaping of the Modern World' is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Students undertake at least **TWO** case studies.

- One case study must be from Europe, North America or Australia, AND
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

HSC - Year 12 course

- **Core Study:** Power and Authority in the Modern World 1919–1946
- One 'National Studies' topic
- One 'Peace and Conflict' topic
- One 'Change in the Modern World' topic

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.

Multimedia

Faculty: Maths/Computing

11200 Multimedia (2 units – Year 11)

15200 Multimedia (2 units – Year 12)

Course description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of the selected industry (Multimedia) and its related technologies, highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to Multimedia Technologies.

Preliminary - Year 11 course

The following sections are taught on the relevant focus area:

- Industry Study
- Design
- Management and Communication
- Production
- Industry Related Manufacturing Technology

HSC - Year 12 course

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

- Industry Study (15%)
- Major Project (60%)
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology (25%)

Course requirements

In the Preliminary course, students must design, develop and construct a number of multimedia projects. Each project will include a management folio. Each project may emphasise different areas of the Preliminary course content. Students also undertake the study of an individual business within the industry.

Students must provide their own external solid state drive.

In the HSC 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 Multimedia Technologies industry.

Course Contribution: Year 11 \$35

Year 12 \$35

Music 1

Faculty: CAPA

11280 Music 1 (2 units – Year 11)

15290 Music 1 (2 units – Year 12)

Projects developed for an assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course description

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music.

Preliminary - Year 11 course

In the Preliminary course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

HSC - Year 12 course

In the HSC course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

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

Course requirements

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

Course Contribution: Year 11 \$100

Year 12 \$100

Music 2

Faculty: CAPA

11290 Music 2 (2 units – Year 11)

15300 Music 2 (2 units – Year 12)

Course description

Music 2 is an engaging and comprehensive course designed for those who are passionate about music and have experience in performing and musicianship. This course places a strong emphasis on the practical application of musical knowledge through active performance, critical listening, and theoretical exploration. Students will engage in a range of activities that enhance their musical abilities and broaden their understanding of various genres and styles. Students who complete this course will be well prepared to pursue further studies in music.

Preliminary – Year 11 course

In the Preliminary course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study one mandatory topic covering a range of content and one additional topic in each year of the course.

In the Preliminary course, the mandatory topic is Music 1600–1900. The additional topic is chosen from a list of six topics which covers a broad range of styles, periods and genres.

HSC – Year 12 course

In the HSC course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study one mandatory topic covering a range of content and one additional topic in each year of the course. The additional topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres.

In the HSC course, the mandatory topic is Music of the Last 25 Years (Australian focus).

Course requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology.

Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC.

The additional topic studied in the HSC must be different to the topic studied in the Preliminary course.

Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. All students will be required to develop a composition portfolio for the core composition.

Course Contribution: Year 11 \$100
Year 12 \$100

Physics

Faculty: Science

11310 Physics (2 units – Year 11)

15330 Physics (2 units – Year 12)

Course description

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

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

Preliminary - Year 11 course

The Year 11 course consists of four modules:

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

HSC - Year 12 course

The Year 12 course consists of four modules:

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

Course requirements

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

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

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

Society and Culture

Faculty: HSIE

11330 Society and Culture (2 units – Year 11)

15350 Society and Culture (2 units –Year 12)

Course description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Preliminary - Year 11 course

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

HSC - Year 12 Course

Core

- **Social and Cultural Continuity and Change:** The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study.
- **The Personal Interest Project (PIP):** An individual research project 40%

Depth Studies: TWO to be chosen from:

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

Course requirements

Completion of the Personal Interest Project is a major research work that is completed in the Year 12 course.

Course Contribution: Year 11 \$30
Year 12 \$50

Studies of Religion II

Faculty: HSIE

11360 Studies of Religion II (2 units – Year 11)

15380 Studies of Religion II (2 units – Year 12)

Course description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

Preliminary - Year 11 course

Nature of Religion and Beliefs:

The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

Three Religious Traditions Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism

- Origins
- Principal beliefs
- Sacred texts and writings
- Core ethical teachings
- Personal devotion/expression of faith/observance

Religions of Ancient Origin:

The response to the human search for ultimate meaning in TWO religions of ancient origin from:

- Aztec or Inca or Mayan
- Celtic
- Nordic
- Shinto
- Taoism
- an Indigenous religion from outside Australia

Religion in Australia pre-1945:

The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC - Year 12 course**Religion and Belief Systems in Australia post-1945:**

Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Three Religious Traditions Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism

- Significant people and ideas
- A religious tradition's ethical teachings about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents.

Religion and Peace:

The distinctive response of religious traditions to the issue of peace

Religion and Non-Religion:

The human search for meaning through new religious expression non-religious worldviews and the difference between religious and non-religious worldviews.

VET – Construction



NSW Department of Education RTO 90333

2025 Construction Course Descriptor	
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)	
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>	
Course: Construction Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120 You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p>	
Transferrable industry skills gained in this course	
<ul style="list-style-type: none"> risk management time management basic emergency response 	<ul style="list-style-type: none"> communication problem solving decision making
Examples of occupations in the construction industry	
<ul style="list-style-type: none"> carpentry joinery 	<ul style="list-style-type: none"> bricklaying builder's labourer
VET requirements	
<p>Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>	
HSC requirements	
<p>Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p>	
<p>Consumable costs: Preliminary - \$158.50 (If student does not have White Card) Or \$130.00 (If student has White Card) HSC - \$0</p>	<p>Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy</p>
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships	
<p>Exclusions: Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions.</p>	

2025 Course Descriptor Construction - CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Version 0.7

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

VET – Hospitality



NSW Department of Education RTO 90333

2025 Cookery Course Descriptor SIT20421 Certificate II in Cookery		
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>		
Course: Hospitality (Cookery) Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)	
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery (https://training.gov.au/training/details/SIT20421). You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.		
Transferrable industry skills gained in this course		
<ul style="list-style-type: none"> teamwork attention to detail organisational skills 	<ul style="list-style-type: none"> adaptability communication problem solving 	
Examples of occupations in the hospitality industry		
<ul style="list-style-type: none"> assistant cook short order cook 	<ul style="list-style-type: none"> food preparation cook chef 	<ul style="list-style-type: none"> breakfast cook sandwich hand
VET requirements		
Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.		
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines		
HSC requirements		
Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.		
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.		
Consumable costs: Preliminary - \$180	HSC -\$275	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations		
Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions		

Visual Arts

Faculty: CAPA

11380 Visual Arts (2 units – Year 11)

15400 Visual Arts (2 units – Year 12)

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course description

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

Preliminary - Year 11 course

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view.
- how students may develop meaning and focus and interest in their work
- building understanding over time through various investigations and working in different forms.
- While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

HSC - Year 12 course

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

Course requirements

- Year 11: artworks in multiple expressive forms and use of a process diary
- Year 11: a broad investigation of ideas in artmaking, art criticism and art history.
- Year 12: development of a body of work and use of a process diary
- Year 12: a minimum of five case studies (4–10 hours each)
- Year 12: deeper and more complex investigations in artmaking, art criticism and art history.

Course Contribution: Year 11 \$100

Year 12 \$100

Summary of Contributions 2025/2026

All NSW public schools can request contributions to enhance their educational and sporting programs. The school determines the level for contributions and activities contributions in consultation with the school community as part of the school budget process.

Subject Materials Contribution Yearly

These contributions are used to buy consumables used by students. These include subject online software, sport equipment, books, wood, electronics, paint, food, paper, and clay.

Subject Materials Contributions Yearly	Amount
Classroom Resources	\$ 20.00
Human Society and Its Environment (HSIE)	
Ancient History	\$ 30.00
Business Studies	\$ 30.00
Economics	\$ 30.00
Geography	\$ 30.00
Legal Studies	\$ 30.00
Modern History	\$ 30.00
Studies of Religion	\$ 30.00
Languages – Chinese	\$ 35.00
Mathematics	
Mathematics - Advanced	\$ 30.00
Mathematics – Standard	\$ 30.00
Science	
Biology	\$ 30.00
Chemistry	\$ 30.00
Physics	\$ 30.00
Senior Study Centre	\$ 25.00
Success Planners	\$ 40.00
Success Planners (YEAR 12)	\$ 30.00

Elective Subject Contribution 2025 (dependent on your son's subject selection)

Schools may request contributions for elective subjects that go beyond the minimum requirements of the curriculum.

Parents and carers who are unable to pay elective subject contributions because of financial hardship may be eligible for assistance from the school.

The principal makes decisions regarding requested financial assistance.

Elective Subject Contributions (Year 11 2025)	Amount
Chinese Beginners	\$ 35.00
Chinese Continuers	\$ 35.00
Drama (2 Professional Theatre Productions + HSC Onstage Tickets)	\$120.00
Enterprise Computing	\$ 35.00
Engineering Studies	\$ 60.00
Food Technology	\$150.00
Geography	\$ 80.00
Legal Studies	\$ 30.00
Multimedia	\$ 35.00
Music 1	\$100.00
Music 2	\$100.00
Society and Culture	\$ 30.00
VET – Construction (Course \$130.00 (if student has White Card); White Card Course \$28.50)	\$158.50
VET – Hospitality – Cookery	\$180.00
Visual Arts	\$100.00

Elective Subject Contribution 2026 (dependent on your son's subject selection)

Elective Subject Contributions (Year 12 2026)	Amount
Chinese Beginners	\$ 35.00
Chinese Continuers	\$ 35.00
Drama (2 Professional Theatre Productions + HSC Onstage Tickets)	\$120.00
Enterprise Computing	\$ 35.00
Engineering Studies	\$ 60.00
Food Technology	\$160.00
Geography	\$120.00
Legal Studies	\$ 60.00
Multimedia	\$ 35.00
Music 1	\$100.00
Music 2	\$100.00
Society and Culture	\$ 50.00
VET – Hospitality – Cookery	\$275.00
Visual Arts	\$100.00

Sport and Physical Activity Contribution

Student participation in planned physical activity includes time spent in physical education, sport and other structured physical activities.

There are two (2) sport carnivals per year:

Carnival Type	Term / Location	Amount
Swimming Carnival	Term 1 (Date: yet to be determined) Ashfield Aquatic Centre	\$10.00
Athletics Carnival	Term 2 (Date: yet to be determined) (Location: yet to be determined)	\$10.00

Sport and both swimming and athletics carnivals are compulsory. **All students are expected to attend.**

Voluntary Contributions

Principals determine the level of voluntary school contributions in line with published departmental advice and in consultation with their school communities.

*These contributions are **VOLUNTARY**. The payment of voluntary school contributions is a matter for decision by parents and carers.*

Schools must not deny any student the opportunity to meet syllabus requirements because of non-payment of voluntary school contributions.

- **Voluntary School Contribution \$95.00**

This is extremely important to the effective running of the teaching and learning programs that we provide at Ashfield Boys High School. The school uses this contribution to upgrade facilities, purchase teaching resources, computer software and ICT hardware to enhance the education your son receives.

- **Voluntary P & C Donation \$50.00**

The Parent and Citizens Association (P&C) raises funds to support the upgrade of school facilities. A voluntary donation of **\$50.00 per family** will support the work of the P&C.

- **Voluntary ABHS School Building Fund Gift \$50.00**

A school building fund is solely for providing money to acquire, construct or maintain the school buildings. The ABHS School Building Fund is a voluntary gift donation of **\$50.00***.

**Please note: this gift to the P&C is a tax deduction.*

Financial Assistance Scheme

Subject Contributions/Subject Materials Contributions

At Ashfield Boys High School, we do not expect school contributions to be paid in one lump sum; these contributions can be spread over the course of the year. Parents and carers can nominate their own manageable amount on School Bytes.

Excursions

If you are unable to pay the full amount for an excursion, you may be eligible for assistance from the school.

Our school will ensure no student or family suffers any discrimination or embarrassment over the inability to pay school contributions or excursions.

Please contact either Deputy Principal Ms Janina Longman or Ms Linda Henry.

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