

# Stage 6 Curriculum Guide 2026



**AUSTRALIAN  
CHRISTIAN COLLEGE**

# Message from the Principal

Dear Parents / Carers and Students,

Approaching the final stages of Secondary school, and making plans for a future beyond school, are both exciting experiences. The subjects on which you will focus your attention and energy over these last two years can help you map a clear path to further study or work. The process of making decisions around subject choices are very important and can be intimidating. In the same manner with which we are with you at every point in your journey at school, the entire staff of Australian Christian College are committed to helping you decide what is right for you and your future.



This Guide is an important resource for you to refer to during this crucial decision-making time. The Guide, however, is only a part of the support that is available to you. The teaching staff are available to provide you with information about courses and advice about your options, and we encourage you to make good use of their experience, expertise, and interest in your best future.

As you weigh your options and consider your decisions, specifically regarding subject choices for Year 11, it is important to be authentic and realistic about your needs, abilities, and interests as a student and as a person. Prayerfully consider what might be God's purpose for you and plan for your life. Our goal is to help you become a success in all that God intends for you.

Study in the Senior years is demanding, and to be successful at this level, students must be prepared to apply themselves and consistently show a mature attitude to their learning throughout the two years.

In the Senior years, students should also be willing to pursue the following ideals:

## COMMITMENT

- Commitment to our culture that honours Jesus as Saviour and as Lord of all of life, including of our learning, to service and the well-being of others, to their studies, and to the College.

## EXCELLENCE

- The pursuit of excellence in their academic program but also in co-curricular activities, and in standards of behaviour and personal lifestyle.

## LEADERSHIP

- Students in Senior years are leaders within the College community. They should lead by being examples of positive attitude and action within the school community.

I and all the staff, both teachers and those offering support, look forward to working with you in making these final years of your education at Australian Christian College Marsden Park enjoyable and successful. I challenge you to live these years intentionally, passionately, and purposefully and to make good decisions along the way so that you can complete your time at school without regret.

My prayer is that God will guard you and guide you in all your ways.

A handwritten signature in black ink that reads "Brendan A. Corr". The script is fluid and cursive.

**Brendan Corr**  
**Principal**

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# Introduction

## On Campus and Distance Education

This Curriculum Guide is created to serve both On Campus students and students undertaking their studies via Distance Education. As such, see the following definitions below used in this booklet:

### DEFINITIONS

- **On Campus:** students enrolled On Campus full time and paying On Campus fees.
- **Distance Education Students:** students enrolled in the Distance Education Program and who complete their studies via Distance Education.
- **Distance Education:** learning is undertaken remotely 'on-demand' through Canvas and synchronously in-person through Community Events, tutorials and certain tests and examinations.

NESA defines it as “the delivery of courses of study during which students and teachers are not regularly in the presence of each other but communicate with each other in writing, by print or by electronic or other means.”

- **ACC Hybrid Course:** learning undertaken by students enrolled On Campus. Course content is provided online for these students and is undertaken at the same pace as students completing the course On Campus. This serves students who wish to complete two courses running on the same line.
- **Secondary School:** refers to students in Year 7-12 studying On Campus.
- **Secondary:** refers to all students studying in Year 7-12.
- **Distance Education:** refers to all students studying via Distance Education, in Year K - 12.

Students studying On Campus and via Distance Education are subject to different expectations and enrolment criteria, and have a different fee structure. As such, the modes of delivery are not interchangeable and subject availability will be conditional to the enrolment type. Information unique to one particular mode of learning will be identified in this booklet.

## Subject Evening

As requirements for the Higher School Certificate (HSC) change frequently, and the content of courses changes over time, it is essential that the material in this booklet is understood by both students and parents.

The purpose of the Year 11 Subject Evening is to assist students in making the right choices for the future. It provides opportunity for exploration of the different patterns of study available to achieve the HSC, as well as the opportunity to speak to the Academic Coordinators, Faculty Leaders and subject specialists about appropriate courses to meet individual needs. On Campus and Distance Education Students and their parents are encouraged to attend.

There will also be a webinar for Distance Education students who are unable to attend the in person evening. Students studying via Distance Education will have additional requirements to consider when selecting courses for study.

Students are encouraged to think carefully about how their subject choices will impact their future study and career options. They are also encouraged to consider their aptitude and areas of passion, to ensure that they maximise their Stage 6 learning experience.

Following the Year 11 subject selection events, students will be required to complete an online subject preference form. These indications of interest will enable the determination of the timetable lines for Year 11 Studies at Australian Christian College (ACC), where the intention is to benefit as many students as possible.

Students are given on-going and comprehensive information related to tertiary education and training, employment prospects, curriculum vitae presentation and other issues crucial to this important transition period in their lives.

At Australian Christian College, we desire to produce qualities and character traits in our students that provide them with excellent advantages to the employer and wider community.

Students and parents are encouraged to speak with specialist teachers to determine the recommended level of study for subjects such as English and Mathematics, and engage in transition meetings.



# College Aims and Outcomes

*The following information is for both On Campus and Distance Education students.*

## Thriving

It is our aim that senior students at ACC will become ambassadors of Christian education in the community, as well as models of Christian-based discipline, values and deportment. Positive leadership of the younger students is also essential and this can be shown by example, as well as a caring and mature attitude. The tone and atmosphere of our College will, to a substantial extent, depend on the quality of learning and pursuit of excellence among senior students.

Senior students have a special responsibility to maintain the Christian ethos of the College. It is highly desirable that Christian beliefs and principles contribute to the personal growth of each senior student in a positive manner. They are expected to support, and where appropriate, promote the aims and standards of ACC. This should be reflected in areas of College life such as maintaining excellent uniform standards, sensitive and appropriate language, positive school attitudes and behaviour, extra-curricular involvement, and the pursuit of excellence in academic studies. It is our desire that these principles for living go with the student beyond the sphere of school influence into the student's family relationships and the community.

### Special Features of ACC Secondary School:

1. Homeroom teacher support
2. Thrive Academic Mentor sessions
3. Thrive Wellbeing Seminars
4. Generally small classes On Campus
5. Highly qualified and committed Christian teachers
6. Personal welfare and support
7. Flexible timetable and study leave arrangements
8. Opportunities for spiritual, cultural and sporting activities
9. In-person Community Events for Distance Education students, including carnivals and practical days.

## Biblical Studies

Students in Year 11 and 12 must undertake a school-based Biblical Studies Course, which does not contribute any units towards the Preliminary Course.

Senior students participate in, and take leadership in Chapel Services, Assemblies and Key College Events.

# Patterns of Study

***The following information is for both On Campus and Distance Education students.***

A pattern of study is the selection of courses studied over Years 11 and 12. The pattern includes the number of courses to be studied, the sequence in which the courses will be taught and the number of units for each course. To study a course in Year 12 you must have satisfactorily completed the subject in Year 11.

Before you consider the pattern of study (selection of subjects) you wish to pursue, you should consider the nature of the subjects being studied and how they will inform future work or study decisions.

Years 11 and 12 have traditionally followed an academic curriculum over two years, to qualify for the HSC and then go on to study at a University or College. This is no longer the case.

Currently in NSW only 50% of senior students follow an academic program of study with the aim of entering University. Of this 50%, approximately 30% meet the needs of University entrance through the ATAR. It follows from this that the academic pattern of study will not suit all students. We advise that students select a course, which best fits their individual needs, abilities and aspirations.

## Consider the following **OPTIONS** to obtaining a HSC

### **Option A: Academic**

You select a pattern of study which is academic and which is designed to lead you to further studies at University. Qualifying for an ATAR is vital.

### **Option B: Academic / Vocational**

You select a pattern of study which is academic and which is designed to lead you to further studies at University. Qualifying for an ATAR is vital. However, you may include a vocational course in Year 11, and a Framework Course in Years 11 & 12 which can be counted towards the ATAR.

### **Option C: Vocational**

You select a pattern of study that is more concerned with future training at TAFE or with securing employment in the near future. You might select a mixture of traditional subjects and TVET/VET Courses. This provides you with nationally recognised credentials, which will be useful in attaining employment.

### **Option D: Individual Transition Program (ITP) / Vocational**

You select a pattern of study more concerned with immediate employment or a combination of employment and vocational studies. Life Skills courses are also available for students with particular learning needs.

## Understanding the HSC & ATAR

In selecting your pattern of study, you need to ensure your subject selection qualifies you for the Higher School Certificate (HSC).

To qualify for the Higher School Certificate students must study a prescribed pattern of Preliminary and HSC courses. Students must study at least 12 Units in the Year 11 Course and 10 Units for Year 12, including:

1. 2 units of a Board Developed Course in English, or English Studies
2. At least 6 units of Board Developed Courses
3. At least 3 courses of 2 units value or greater
4. At least 4 subjects (including English)
5. A maximum of 6 units of Science may be included in the Year 11 pattern of study
6. A maximum of 7 units of Science may be included in the Year 12 pattern of study

For students studying On Campus, they are required to complete no more than two online or external courses, contributing to less than 50% of their overall pattern of study.

Full details of the requirements and rules for the HSC can be found at [NSW Education Standards Authority \(NESA\) website](#).

Students and parents are encouraged to access the document link above and read the information carefully, so as to be fully informed about each students' requirements when studying their Higher School Certificate.

## What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 (with increments of 0.05), that indicates a student's position relative to all the students in their age group (i.e. all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

Admission to most university courses is based on the performance in the HSC with applicants ranked on the basis of their ATAR. Other criteria such as a portfolio, interview, audition, or questionnaire may also be taken into account for certain courses in conjunction with the ATAR.

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising your:

- best 2 units of English
- best 8 units from your remaining units.

Although eligibility for an ATAR requires completion of at least four subjects, the aggregate may be based on fewer subjects; for example, English Advanced, HSC English Extension 1 and Extension 2, HSC Mathematics Extension 1 and Extension 2, and one other 2-unit course. You must still satisfactorily complete at least four subjects to be eligible for an ATAR.

Calculation of the ATAR in NSW is the responsibility of the Technical Committee on Scaling on behalf of the NSW Vice-Chancellors' Committee.

For detailed information, read: [Calculating the Australian Tertiary Admission Rank in New South Wales: A Technical Report.](#)

## ACC On Campus Learning Pathways

***The following information is for students studying On Campus (OC). Students studying via Distance Education (DE) skip this section.***

We believe each child is uniquely gifted by God, and the way they undertake these two years should reflect that diversity. Once your child has chosen their pattern of study, they choose their pathway from the three options below. Further Explanation and accompanying videos can be found on our website following the Subject Selection Expo.

### Option 1: Traditional OC Pathway

The Traditional Pathway involves a full-time On Campus experience. Classes are primarily taught face to face, with the added benefit of a supporting online Canvas course that contains information about each lesson. Students attend school each day, commencing with morning homeroom. From here students complete their learning across a four period day. Senior students can remain at school to continue private study until 4.00 pm.

### Option 2: Flexible OC Pathway

The Flexible Pathway includes the features mentioned in the Traditional Experience but begins to make small variations to the standard subject lines offered above. It includes a mixture of face to face subjects taught on campus, with the inclusion of either ACC \*Hybrid courses (DE online) or user-paid external provider courses. These may include TAFE NSW, School of Languages or Sydney Distance Education.

The College provides a study room for students completing external courses. There is also a dedicated staff supervisor to ensure the smooth undertaking of these external courses. Their main role is to guide, encourage and support students in developing independent learning skills and enabling students to do set tasks in the negotiated time.

Students may complete no more than two online or external courses, contributing to less than 50% of their overall pattern of study.

### Option 3: HSC NESA OC Pathways

Most students follow a two-year program of study in Year 11 & 12 leading to the award of Higher School Certificate. The NSW Education Standards Authority (NESA) also provides access for the people who wish to combine their studies with employment or with other responsibilities, such as family care.

### \*Accessing ACC Hybrid courses

OC students may be offered a hybrid class to make progress through a DE Canvas course if there are timetabling conflicts between subjects On Campus. [READ MORE](#). Hybrid courses are not available



to DE students, as they are not able to access any OC subjects or classes unless they are specified as a combined DE / OC course.

# ACC Distance Education Learning Pathways

***The following information is for students studying via Distance Education.***

We believe each child is uniquely gifted by God, and the way they undertake these two years should reflect that diversity.

In choosing to enrol as a Distance Education Student through our Distance Education Program you have already selected a flexible pathway to complete your studies. Our professionally produced online courses are facilitated by experienced teachers through our learning management system, Canvas.

Within this distance education pathway is added flexibility and options to consider when completing a pattern of study, as outlined below. See explanation on page 15.

## Option 1: Traditional DE Pathway

The Traditional DE Pathway involves a full-time Distance Education experience. Classes are primarily taught via an online platform, with the additional requirements of Community Events, additional practical days as required and On Campus examinations.

Students select courses from the subjects offered to Distance Education students. Students complete their learning via asynchronous courses at home under the care of a supervisor. Students will need to complete the course content by the end of each week. Assessment Tasks will have set due dates, with some requiring synchronous completion at home or On Campus.

## Option 2: Flexible DE Pathway

The Flexible DE Pathway includes the features mentioned in the Traditional experience but begins to make small variations to the standard subject lines offered above. It will include ACC Distance Education courses, with the inclusion of user-paid external provider courses. These may include TAFE NSW & Bradfield College, but not DET or NSW School of Languages.

The College provides a supervising teacher to supervise the smooth undertaking of these external courses. Their main role is to guide, encourage and support students in developing independent learning skills and enabling students to do set tasks in the negotiated time.

Students are required to complete no more than two external courses, contributing to less than 50% of their overall pattern of study.

## Option 3: HSC NESA DE Pathways

Most students follow a two-year program of study in Year 11 and 12 leading to the award of Higher School Certificate. The NSW Education Standards Authority (NESA) also provides access for the people who wish to combine their studies with employment or with other responsibilities, such as family care.

# Distance Education Explained

Australian Christian College has a wealth of professional experience in pioneering and providing learning via Distance Education for over 10 years. From 2022, this mode of learning was extended into Year 11 and 12 for students undertaking the Preliminary RoSA and HSC credential.

Students who undertake their studies through our Distance Education (DE) Program must meet the following eligibility criteria and conditions.

## 10 Things You Need to Know About Distance Education:

### 1. Enrolment Requirements & Supervision

Students must enrol as a Distance Education Student or apply to transfer from On Campus to Distance Education. At enrolment or transfer, students must meet the eligibility requirements for candidature for Preliminary RoSA and HSC as set out in the ACE website and as determined by the Principal. This will mean that students can demonstrate they have been awarded a Year 10 RoSA or have completed the mandatory Stage 4 and Stage 5 NESA curriculum requirements. Students who do not meet these criteria may be granted provisional entry into Year 11 if the Principal forms the view that the student is likely to succeed in Stage 6 study. Please note that there are different College fees, as outlined on the College website, even though the lesson topics, content and assessments are the same for On Campus and Distance Education students.

In addition, students seeking to undertake Distance Education must also meet the College's requirements for being approved for learning from home, including [nominating an on-site supervisor](#). This is to ensure that the students are safe, have food provided, and have transport and other needs adequately met. Additionally, each Year level has a designated Mentor (similar to Homeroom) as a single point of contact for wellbeing, regardless of subjects. Students are also under the care and responsibility of the Head of Distance Education who, at a big picture level, oversees your learning program, DE Community Events, and other College life activities, such as camps.

Students studying online have access to:

- Their regular subject teachers who provide help with specialist subjects, mark work, and assist with each subject
- A learning support coordinator (where applicable, for students requiring learning adjustments)
- Instant text chat serviced by a team of administration, teaching and IT support staff to assist with enquiries and resolve technical issues when needed

### 2. Completing Course Tasks

Students enrolled at Australian Christian College Marsden Park - Distance Education must satisfy the NESA requirements for the award of the Record of School Achievement (RoSA) or Higher School Certificate (HSC). To meet these requirements students must engage in learning to meet the course outcomes for the subjects studied.

In order for students to meet course outcomes, a variety of teaching and learning activities will be provided to students such as weekly course work, Check for Understanding activities and excursions. The learning activities outline the learning the students will need to attempt each lesson, grouped under each school week. Lesson Quizzes must be completed at the end of each

lesson, in addition to published assignments and assessments.

The timetable tells you what week we are in as a school and the sequence of learning for each course. Unless there's been an illness or misadventure (such as a flood) you're expected to follow the guide and stay up to date with work. The tasks in each lesson are recorded in our learning management system, Canvas. A record of grades in each subject is kept, and students are audited (checked by the teachers) to make sure they're staying on track. In the Distance Education, completion of lessons is how we know you've attended school.

Australian Christian College Marsden Park - Distance Education monitors students' engagement in teaching and learning activities. Failure to keep up a satisfactory engagement in learning is likely to jeopardise their ability to meet the requirements for the award of the RoSA or HSC.

A condition of continued enrolment with distance education is that work will be completed regularly to an acceptable standard and students attend all mandatory in-person days.

### **3. DE Community Events**

The College provides multiple opportunities throughout the year for DE students and parents to attend where students gather from across the state. Opportunities exist to participate in Connection Day picnics, Stage 6 Practical Days, Stage 6 Examination Days.

The previous mandatory attendance for Empower Weeks ('Residential days') has been removed from 2023. However, students in Years 11-12 will need to complete some mandatory days to meet the [practical requirements](#) of some subjects (Science, Music and Technology subjects) and examinations. Advance notice for these optional and mandatory days is provided by the College.

### **4. Practical Subject Requirements**

Students who select Stage 6 subjects that have practical components that require additional teacher support or technical resources, should only select those subjects if they can commit to meeting Practical Day requirements and any associated travel and accommodation costs.

Failure to meet the compulsory practical components will likely result in a student being issued a N Determination for the course, which may impact their eligibility to receive a RoSA or an HSC.

### **5. Who looks after me?**

Students studying via Distance Education need an onsite supervisor, to make sure they are safe, have food, and have transport as well as other needs. Additionally, students studying via Distance Education have a homeroom teacher appointed from the Distance Education teaching team. They are also under the care and responsibility of the Head of Distance Education who, at a big picture level, oversees their learning program, residentials, and other College life activities, such as camps. The Head of Distance Education will provide additional support with their learning, overseeing the continuity of learning and assessment, for Stage 5 and 6 students.

In addition, students studying via Distance Education have access to:

- Their regular subject teachers who provide help with specialist subjects, mark work, and assist with each subject
- A learning support coordinator (where applicable, for students requiring learning adjustments)
- Instant text chat serviced by a team of administration, teaching and IT support staff to assist with enquiries and resolve technical issues when needed



## **6. How do I find out how to 'do school' via Distance Education?**

When you commence Distance Education you begin with an Orientation course and gain access to the Communication Hub and Supervisors Training course. In addition to teaching you how to use Canvas, it will also explain the following key areas:

- Setting up a study space and getting organised
- How to plan, structure and use a timetable
- Creating a study plan, which helps track important term dates! It visually presents the flow of learning across a term.
- Annual Schedule of Community Events, including mandatory in-person days.
- Assessment, including where to find policies, what to do if you are sick or miss a task due to misadventure.
- Online Safety and How to get help

After you complete this course, you will receive two phone calls, one from ACC's technical support team and one from your 'homeroom teacher'.

In addition to on campus newsletters and similar college announcements, Distance Education students receive regular Communication Hub and subject course announcements.

## **7. Is the Distance Education curriculum the same as On Campus?**

Yes! You are considered part of the same cohort as the students studying On Campus, and will be dealt with equitably. This means that the same standard of assessment marking will be applied to both On Campus and Distance Education students. You will have access to the same learning content and be able to engage online with teachers for help as needed. This comparability extends to the Preliminary, Trial and HSC Examinations.

Minor differences occur in adjustments to practical experiences - for example, you may see an experiment modelled via video rather than by a teacher in the class with you. You may present tasks via audio/video recording instead of performing a public speech, or undertake group work using collaborative tools in Canvas.

We aim to have each lesson include differentiation. Lesson activities can be viewed in simpler terms and with additional scaffolding. This is designed to support students with disability provisions or language impediments, but can be beneficial for any student. In addition to this we also aim to provide suggestions for extension of the concepts and skills for those who would like to aim higher.

## **8. What does day to day learning look like?**

Teaching content is delivered via Canvas, via video teaching, interactives, course readings and various lesson tasks (set as both group and individual tasks). Each lesson contains a teaching video which contextualises lessons and provides key learning, which may be presented by a different staff member to their teacher. Each video is followed by a set of tasks and concluded with a lesson quiz. Teachers will check over your work, mark work and provide feedback/assistance through Canvas as you complete courses. Check for understanding activities will need to be completed every 2-3 weeks. Subject teachers also provide live tutorial opportunities for students, where they engage in a video conference setting with those who are present. This is

where you 'meet' your teacher and can ask questions. Tutorial recordings are provided for those who do not attend the live session.

You will be expected to complete some tasks on your own or with a supervisor, and expected to complete one or more tasks (such as the lesson quiz) that you submit to the school each lesson. The teachers will use these tools to check you understand content and to help you learn. Your report from the school (issued twice a year) will record both your work in these tasks and your work in assessment tasks.

## **9. What about assessment tasks?**

Assessment tasks are issued in each subject at the same time for all students completing the course with a minimum of 2 weeks notice, so that you have notice about when things are due. You will be given videos and tools to help with each task (such as practice questions, essay outlines or places to submit drafts) and time at the end of terms to submit assessments. Late mark penalties and rules apply to assessment tasks, which are discussed in the orientation course.

All students must follow and are subject to the published Assessment Schedule and Student Assessment Policy, available in the ACC Community Portal.

There are three key examination blocks that are compulsory for all Stage 6 students.

1. Year 11 Preliminary Examination Week\* - this happens in Term 3 in Week 7 and 8.
2. Year 12 Trial HSC Examinations - this happens in Term 3 in Weeks 3 - 4 and requires onsite attendance at ACC Marsden Park.
3. Year 12 HSC Examinations - these happen in Term 4, as per the HSC Timetable, and requires in-person onsite attendance at ACC Marsden Park.

\* This is done using 'Live Online Proctoring' for DE students, with the option to complete these in-person, alongside their On Campus classmates. Furthermore, Year 12 students are encouraged to attend published holiday study sessions in the July and October term breaks.

## **10. What if I'm sick, or something goes wrong?**

If something goes wrong for you or your family (a misadventure) or you are sick, there are very similar policies (rules) for Distance Education and On Campus students. Due to the flexible on-demand nature of coursework, catching up after a brief illness is easier in Distance Education than missing classes in an On Campus class. However, if a scheduled assessment, examination or practical is affected, you will need to notify the school and complete an Illness and Misadventure Form, and the Senior Academic Coordinator will help work through this.

# Subject Choices

Subject choices below are listed in three formats. Please see subject descriptions for specific requirements of each subject. The table below identifies which subjects are available in each mode of learning.

## On Campus & Distance Education

1. On Campus Students - Face-to-Face
2. On Campus Students - via ACC Hybrid (online)
3. Distance Education Students - Remote Learning

Subject Choices	2026 Availability	Practical Requirements
Select either <ul style="list-style-type: none"> <li>- English Advanced</li> <li>- English Standard</li> <li>- English Studies</li> </ul>	<b>Compulsory Subject</b> <ul style="list-style-type: none"> <li>• On Campus face to face</li> <li>• Distance Education</li> </ul>	Nil
Extension I English (1 Unit)	<ul style="list-style-type: none"> <li>• On Campus Hybrid (online)</li> <li>• Distance Education</li> </ul>	Nil
Extension II English (1 unit) Year 12 only	<ul style="list-style-type: none"> <li>• On Campus Hybrid (online)</li> <li>• Distance Education</li> </ul>	Nil
Select either <ul style="list-style-type: none"> <li>- Mathematics Advanced</li> <li>- Mathematics Standard</li> </ul>	<ul style="list-style-type: none"> <li>• On Campus face to face</li> <li>• Distance Education</li> </ul>	Nil
Extension I Maths (1 Unit)	<ul style="list-style-type: none"> <li>• On Campus Hybrid (online)</li> <li>• Distance Education</li> </ul>	Nil
Extension II Maths (1 unit) Year 12 only	<ul style="list-style-type: none"> <li>• On Campus Hybrid (online)</li> <li>• Distance Education</li> </ul>	Nil
Ancient History	<ul style="list-style-type: none"> <li>• On Campus face to face</li> <li>• On Campus Hybrid (online)</li> <li>• Distance Education</li> </ul>	Nil
Modern History	<ul style="list-style-type: none"> <li>• On Campus face to face</li> <li>• On Campus Hybrid (online)</li> <li>• Distance Education</li> </ul>	Nil
Business Studies	<ul style="list-style-type: none"> <li>• On Campus face to face</li> <li>• On Campus Hybrid (online)</li> <li>• Distance Education</li> </ul>	Nil

Economics	<ul style="list-style-type: none"> <li>On Campus face to face</li> <li>On Campus Hybrid (online)</li> <li>Distance Education</li> </ul>	Nil
Geography	<ul style="list-style-type: none"> <li>On Campus face to face</li> <li>On Campus Hybrid (online)</li> <li>Distance Education</li> </ul>	Nil
Legal Studies	<ul style="list-style-type: none"> <li>On Campus face to face</li> <li>On Campus Hybrid (online)</li> <li>Distance Education</li> </ul>	Nil
Studies of Religion II	<ul style="list-style-type: none"> <li>On Campus face to face</li> <li>On Campus Hybrid (online)</li> <li>Distance Education</li> </ul>	Nil
Japanese Beginners	<ul style="list-style-type: none"> <li>Distance Education</li> </ul>	Compulsory tutorial sessions with camera and audio. Recommended to attend speaking days on campus.
Japanese Continuers	<ul style="list-style-type: none"> <li>On Campus face to face</li> </ul>	Nil
Biology	<ul style="list-style-type: none"> <li>On Campus face to face</li> <li>Distance Education</li> </ul>	Yes - practical components + 11 <a href="#">DE Practical Days</a>
Chemistry	<ul style="list-style-type: none"> <li>On Campus face to face</li> <li>Distance Education</li> </ul>	Yes - practical components + 11 <a href="#">DE Practical Days</a>
Physics	<ul style="list-style-type: none"> <li>On Campus face to face</li> <li>Distance Education</li> </ul>	Yes - practical components + 11 <a href="#">DE Practical Days</a>
Drama	<ul style="list-style-type: none"> <li>On Campus face to face</li> </ul>	Yes - practical components and Major Work
Music I	<ul style="list-style-type: none"> <li>On Campus face to face</li> <li>Distance Education</li> </ul>	Yes - practical components and Major Work + 10 <a href="#">DE Practical Days</a>
Visual Arts	<ul style="list-style-type: none"> <li>On Campus face to face</li> <li>Distance Education</li> </ul>	Yes - practical components and Major Work +11 DE Practical Days
Community and Family Studies	<ul style="list-style-type: none"> <li>On Campus face to face</li> <li>On Campus Hybrid (online)</li> <li>Distance Education</li> </ul>	Nil
Health and Movement Science	<ul style="list-style-type: none"> <li>On Campus face to face</li> <li>On Campus Hybrid (online)</li> <li>Distance Education</li> </ul>	Nil - optional practical supporting activities

Design and Technology	<ul style="list-style-type: none"> <li>On Campus face to face</li> </ul>	Yes - practical components and Major Work
Industrial Technology (Multimedia)	<ul style="list-style-type: none"> <li>On Campus face to face</li> <li>On Campus Hybrid (online)</li> <li>Distance Education</li> </ul>	Yes - practical components and Major Work + 5 <a href="#">DE Practical Days</a> in Year 12
Food Technology	<ul style="list-style-type: none"> <li>On Campus face to face</li> <li>On Campus Hybrid (online)</li> <li>Distance Education</li> </ul>	Yes - practical components and Major Work + 1 <a href="#">DE Practical Days</a>
Engineering Studies	<ul style="list-style-type: none"> <li>On Campus face to face</li> <li>On Campus Hybrid (online)</li> <li>Distance Education</li> </ul>	Yes - practical components and Major Work +5 DE Practical Days

## Subject Line Restrictions

English is **compulsory** for all students; this is a requirement of NESA. You must select one English subject. Please note, when you select an English course you may only do the following combinations.

- English Studies Only **OR**
- Standard English Only **OR**
- Advanced English Only **OR**
- Advanced English **and** Extension I English

Maths is **optional**. If you select a Maths course you may only do the following combinations

- Standard Maths Only **OR**
- Advanced Maths Only **OR**
- Advanced Maths **and** Extension I Maths

If you do not select Maths, there will be one alternative subject offered on the Maths line, this will be confirmed after all subject preferences have been received. If you do not want to do the alternative subject that is offered you will need to select a Hybrid Course.

## Example Subject Lines

Below are **example** subject lines for On Campus students for creating your pattern of study. This is not relevant for Distance Education students. These are set after the Subject Selection Evening each year and will change depending on student preference.

Select one subject from each line below. Line 1 is compulsory for all students, a requirement of NESA. You must select a total of six, 2 unit subjects, for the Year 11 Preliminary Course.

**Please note:** this is just an **example** and the final lines will be available via the subject selection portal.

LINE 1	LINE 2	LINE 3	LINE 4	LINE 5	LINE 6	HYBRID ONLY
Advanced English <b>OR</b> Standard English <b>OR</b> English Studies	Advanced Mathematics <b>OR</b> Standard Mathematics <b>OR</b> Studies of Religion II*	HMS* <b>OR</b> Drama <b>OR</b> Modern History* <b>OR</b> Industrial Technology Multimedia*	Ancient History* <b>OR</b> Chemistry <b>OR</b> Community and Family Studies*	Business Studies* <b>OR</b> Food Technology* <b>OR</b> Visual Arts	Design & Technology <b>OR</b> Music I <b>OR</b> Biology <b>OR</b> Legal Studies*	Extension I Maths (1 Unit)* <b>And/Or</b> Extension I English (1 Unit)*

\* can also be studied online if selected against another line or subject. This is called a Hybrid Course.

If you would like to do a different subject from the options above, you could choose an external course (below) to replace one from above. A total of two subjects only can be selected from the options below, including combinations of online courses and/external courses.

<b>External Studies Only</b> - Extra costs associated.
<i>E.g. Aboriginal Studies \$800 through Sydney Distance Ed* or OTHER - such as TAFE NSW</i>

\*Not available for ACC DE students.

Look at these example patterns of studies below for different students.

**Example A** - On Campus student undertaking Option 1: a traditional learning pathway.

LINE 1	LINE 2	LINE 3	LINE 4	LINE 5	LINE 6
Advanced English	Standard Maths	Modern History	Ancient History	Food Technology	Legal Studies

**Example B** - On Campus student undertaking Option 2: a flexible learning pathway, with one online option and one external studies option.

LINE 1	LINE 2	LINE 3	LINE 4	LINE 5	LINE 6
Advanced English	<i>None</i>	HMS +	Ancient History	<i>Aboriginal Studies</i>	Design and Technology

		Modern History via ACC Hybrid		Sydney Distance Education	
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## Distance Education Subjects

See the [Subject Choices table](#) above showing subjects available via Distance Education.

Students studying via our Distance Education Program have greater flexibility when selecting courses to study, as they are not confined to choose from within the published subject lines. However, please note that while subject lines are primarily used to avoid timetable and classroom complications for On Campus students, they are also designed to balance subject choices, practical requirements and major work commitments, so it is a recommended way to balance your subject selection.

Students must select a total of six, 2 unit subjects, for the Year 11 Preliminary Course.

*This is just an example of a pattern of study, showing that you need to include six subjects.*

SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5	SUBJECT 6	OPTIONAL
Advanced English <b>OR</b> Standard English <b>OR</b> English Studies	Standard Mathematics	Modern History	Community and Family Studies	Biology	ITM	Extension I Maths (1 Unit) <b>And/Or</b> Extension I English (1 Unit)

A total of **two subjects** can be selected from external providers. As these usually start later in the term you will be required to complete 6 subjects through ACC until you have been in the external course for at least 2 weeks. External courses are sometimes cancelled or students find them unsuitable. This becomes too difficult to catch up with another subject.

External Studies subject - Extra costs associated per course from these providers:

- Bradfield College (TAFE) - small number of single courses available
- TAFE NSW - wide range of single courses available

Please discuss these with Careers & External Studies Coordinator, Mr Hezekiah Rose.

Distance Education students cannot choose to do a single course subject from NSW Schools of Languages or Sydney Distance Education, as these schools require an On Campus enrolment with a supervising staff member to be present.



## DE Requirements: Practical Days

The following Subjects will require additional days face to face for courses with practical components, when studied via Distance Education. This is to ensure that those students have opportunities to achieve the course outcomes for practical work.

Students in these subjects must attend the following number of Practical Days On Campus at Marsden Park to qualify for the Higher School Certificate (HSC):

- Biology
  - 5 days in total for Year 11
  - 6 days in total for Year 12 (+ potentially one highly recommended excursion\*)
- Chemistry
  - 5 days in total for Year 11
  - 6 days in total for Year 12 (+ potentially one highly recommended excursion\*)
- Physics
  - 5 days in total for Year 11
  - 6 days in total for Year 12 (+ potentially one highly recommended excursion\*)
- Japanese Beginners - NOT compulsory
  - 3 days in total for Year 11
  - 4 days in total for Year 12
- Food Technology
  - 1 day in total for Year 11 (+ potentially one highly recommended excursion\*)
- Industrial Technology Multimedia (ITM)
  - 0 days in total for Year 11
  - 5 days in total for Year 12
- Engineering Studies
  - 1 day in total in Year 11
  - 4 days in total in Year 12
- Music 1
  - 3 days in total for Year 11
  - 7 days in total for Year 12
- Visual Arts
  - 3 days in total for Year 11
  - 7 days in total for Year 12

\*An excursion fee is payable by DE students who choose to attend (user pays), when they register. Any associated travel and accommodation costs are the responsibility of their family.

## 2026 Practical Days Schedule

Practical Days are **compulsory** and a medical certificate is required if a student is unwell and unable to attend. If students are unable to commit to on campus practical days then they should not choose these subjects. Japanese Beginners days can be completed via google meets.

The schedule below is **not yet finalised** but shows an example of the practical day schedule.

Refer to the 2026 DE Year Planner to see the dates of College weeks. Practical Days have been intentionally clustered to assist DE families who need to plan for travel and accommodation. College uniform expectations apply, which are outlined in the [Uniform Fact Sheet](#). These Practical Days are held at ACC Marsden Park campus, from 8.00 am to 3.15pm.

Year 11		Monday	Tuesday	Wednesday	Thursday	Friday
Term 1 2026	Week 7 9-13 Mar.	11 Biology	11 Chemistry	11 Chemistry	11 Physics	11 Physics
	Week 8 16-20 Mar	11 Visual Arts	11 Music	11 Food A	11 Food B	
		11 Engineer. Studies			11 Japanese Beginners	

Term 2 2026	Week 8 8-12 June	11 Physics	11 Chemistry	11 Chemistry	11 Biology	11 Biology
	Week 9 15-19 June	11 Visual Arts	11 Music	11 Japanese Beginners		

Term 3 2026	Week 4 10-14 Aug.	11 Physics	11 Physics	11 Chemistry	11 Biology	11 Biology
	Week 5 17-21 Aug	11 Music	11 Visual Arts	11 Japanese Beginners		

*Note: Year 12 courses begin for 2026 in Term 4 2025. ( Please note these dates may change but will remain in Weeks 6 and 7)*

Year 12 Term 4 2026	Week 6 16-20 Nov.		12 Chemistry	12 Chemistry	12 Physics	12 Physics
			12 Music	12 Music	12 ITM	12 ITM
	Week 7 23-27 Nov.	12 Biology	12 Biology	12 Visual Arts	12 Visual Arts	12 Japanese Beginners

Year 12		Monday	Tuesday	Wednesday	Thursday	Friday
<b>Term 4</b> 2025	Week 6 19-22 Nov.		12 Physics	12 Physics	12 Chemistry	12 Chemistry
			12 Music	12 Music	12 Visual Arts	12 Visual Arts
	Week 7 25-28 Nov.	12 Biology	12 Biology	12 ITM	12 ITM	

<b>Term 1</b> 2026	Week 3 9-13 Feb		12 Engineer. Studies	12 Engineer. Studies	12 Engineer. Studies	12 Engineer. Studies
	Week 8 16-20 Mar	12 ITM	12 Chemistry	12 Chemistry	12 Biology	12 Biology
	Week 9 23 -27 Mar	12 Physics	12 Physics	12 Music	12 Visual Arts	12 Visual Arts

<b>Term 2</b> 2026	Week 5 18-22 May	12 ITM	12 Visual Arts			
	Week 9 15-19 June	12 ITM	12 Chemistry	12 Chemistry	12 Physics	12 Physics
				12 Visual Arts	12 Music	12 Music
	Week 10 22-26 June	12 Biology	12 Biology			

<b>Term 3</b> 2026	Week 5 17-21 Aug		12 Music	12 Music		
	Week 6 24-29 Aug	12 Visual Arts				

## 2026 Examination Days Schedule

As outlined above in the DE Explained section, under [9. What about assessment tasks?](#), there are three key examination blocks that are compulsory for all Stage 6 students.

1. Year 11 Preliminary Examination Week - *this happens in Term 3 in Week 7 and 8.*
  - a. This is done using 'Live online proctoring', with the option to complete these in-person, alongside their On Campus classmates as practice for HSC conditions.
2. Year 12 Trial HSC Examinations - *this happens in Term 3 in Weeks 3 - 4 and requires in-person onsite attendance at ACC Marsden Park.*
3. Year 12 HSC Examinations - *these happen in Term 4, as per the HSC Timetable, and requires in-person onsite attendance at ACC Marsden Park.*

# Additional Information

## Assessment Policy

Students undertaking their studies in Year 11 and Year 12 must refer to the [11-12 Student Assessment Policy](#) to understand the requirements to complete their studies in accordance with both NESA and ACC policy requirements.

## ACC Hybrid (online) for On Campus students

At ACC we offer multiple subjects that can be completed by On Campus students online. Students choosing an Hybrid course can benefit from the flexibility it provides in course completion, the ability to have more options per subject line and to go at their own pace of learning.

Hybrid courses will also include face-to-face sessions as organised by the teacher. This might involve teacher-led workshops, after-school classes, assessment support or be an excursion. Students are also required to upload fortnightly completed tasks, with failure to meet deadlines leading to warning letters.

## External Providers

Students who wish to do a course that is not offered by ACC still have the option of undertaking studies through an external provider, such as Sydney Distance Education\*. We have a teacher dedicated to facilitating contact with this college and assisting in enrolment, assessment submission and issue with the external provider.

### Term 3 - External Provider Procedures

1. Meet with the Careers & External Studies Coordinator via an online booking about the single course you would like to study (if known) and options available.
2. Students submit their subject selection form stating they wish to complete an external course.
3. Students meet with the Careers & External Studies Coordinator again to look at study options available for the course they wish to do. Relevant information **(including additional costs of the course through the external provider)** and forms will be provided to student and parent/s:
  - Course information PDF and Expression of Interest (EOI) form for EVET if a TAFE course and/or
  - Sydney Distance Education HS\* or other provider enrolment form
4. Submit required forms to TVET and Careers Coordinator via email/in person asap prior to Term Three ending for processing by external provider. In some instances this may end up being finalised early Term Four.

Careers & External Studies Coordinator Email: [hezekiahrose@acc.edu.au](mailto:hezekiahrose@acc.edu.au)

*\*Not available for ACC DE students.*

## Term 4

1. Students and parent/s receive confirmation of enrollment from the Academic Coordinator.

The Pathways provisions listed below allow flexibility in obtaining the Higher School Certificate and enable equitable access for all.

### Accumulation

You may accumulate the Higher School Certificate over a period of up to five years. The five-year period commences in the first year you complete an HSC course. Preliminary courses may, but need not, be accumulated within this period.

In any year in which you complete a Year 11 or Year 12 course, you will receive a cumulative Record of Achievement showing all Year 11 and Year 12 courses completed each year. By the end of the period of accumulation, you must have met all Year 11 and Year 12 pattern of study requirements. In subjects that include extension courses, you may accumulate by presenting the 2 unit course in one year and the extension course in a later year.

### Repeating Courses

You may repeat one or more HSC courses, but you must do so within a five-year accumulation period. Results of all attempts will appear on the cumulative Record of Achievement. In calculation of the Australian Tertiary Admission Rank (ATAR), the Universities Admissions Centre (UAC) will use the marks awarded in the most recent attempt.

### All My Own Work

The following section outlines the "HSC: All My Own Work" program, which is crucial for students pursuing the Higher School Certificate (HSC) in New South Wales. This program educates students on ethical scholarship practices, emphasising the importance of avoiding plagiarism and understanding the consequences of cheating.

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing, and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before submitting any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only enrolled in Life Skills courses.

Students in Year 10 will be offered an opportunity during their yearly examination period to complete these 5 modules. If a student has completed and successfully passed the "All My Own Work" program at a previous school, we at the College will need proof of that achievement.

If students in Year 10 wish to complete these modules before the examination period, they can do so via our Senior 10-12 NESA Information Canvas Course. Please contact our External Assessment & Compliance Officer and Executive Assistant, [Mrs Katie Mooney](#), if you have any questions surrounding NESA's All My Own Work program.

For more information, please visit the [NESA Website](#).

## Recognition of Prior Learning

You may be granted credit transfer – that is, be able to count courses studied in educational institutions such as TAFE – towards your Higher School Certificate. You may also be granted advanced standing – that is, be exempted from some components of courses – if you can demonstrate that you have achieved the same syllabus outcomes in another way, e.g. overseas study.

## Acceleration

Acceleration gives more able students the opportunity to progress through their study requirements at a faster rate than usual by completing the course content in a shorter time and accumulating results. Students who have completed a course of study at the highest level ahead of their year group may be able to undertake further study at university or TAFE, or take additional units for the Higher School Certificate.

## Part-Time Traineeships

HSC studies can be undertaken at the same time as a part-time traineeship. A traineeship is a job that leads to a recognised Australian Qualifications Framework (AQF) VET qualification.

## Can I change my Courses and Levels of Study?

While most students will study each course selected over the whole of Years 11 and 12, there may be cases where it is in the student's best interest to change to another level of study or select another subject on the same line. Changing courses is allowed in the first five weeks of Year 11 Term 1.

Students are encouraged to persevere and cultivate a positive interest in all of their chosen subjects. At the completion of the Year 11 Course, students may eliminate a subject, or pick up an additional course provided they meet the necessary NSW Education Standards Authority requirements.

In view of the fact that schools commence formal external assessment from the beginning of the Year 12 Course, NESA wishes to restrict changes of subject to this period and expects that it will be in the interest of only very few students to make changes in subjects after Term 4. Where extenuating circumstances exist, NESA will consider changes of subject during Term 1 of the next year, at the request of the Principal.

## What is the RoSA?

The NSW Record of School Achievement (RoSA) is a record of achievement for students who leave school prior to receiving their HSC. It reports results of moderated, school-based assessment, not external examinations. The Record of School Achievement will be available when a student leaves school any time after they complete Year 10 and will be cumulative, recognising a student's achievements until the point they leave school. The Record of School Achievement will also offer students the ability to record their extra-curricular achievements.

## Reporting Measures

The NSW Record of School Achievement will report on student achievement in Stage 6 Year 11 Courses using A-E grades. The standard-based approach to assessment reports school based assessment tasks that measure overall achievement in each course.

## Issue of Credentials

To qualify for the award of a NSW Record of School Achievement, a student must have:



- Attended a government school, an accredited non-government school or a recognised school outside NSW
- Undertaken and completed courses of study that satisfy NESA curriculum and assessment requirements for the Record of School Achievement
- Complied with any other regulations or requirements (such as attendance – students will need to have a satisfactory record of attendance up until the final day of the school year, as determined by the school principal) imposed by the Minister of the Board and
- Completed Year 10.

An eRecord of a cumulative record of the NSW Record of School Achievement available to students electronically, via Schools Online.

## HSC Minimum Standard Tests

To receive your Higher School Certificate (HSC), all students must meet a minimum standard of literacy and numeracy.

For students who still need to meet the Minimum Standard Testing requirements, online testing periods will be offered in Year 10 during their yearly examination period, and multiple times throughout Year 11 and Year 12 at the College, subject to the availability of NESA tests each year.

- Literacy and numeracy skills are essential for success in everyday life. Achieving the HSC minimum standard ensures you have the necessary skills for life after school.
- Students demonstrate they have met the HSC minimum standard by passing online tests in basic reading, writing, and numeracy skills needed for everyday tasks. These tests are not based on NAPLAN.
- Students develop these basic skills at different times, so there are multiple opportunities to pass the minimum standard online tests, from Year 10 up to five years after starting your first HSC course.
- Some students may be eligible for disability provisions for the minimum standard tests or an exemption from the HSC minimum standard requirement. For more information, please speak with our Learning Enrichment Team and review the [HSC minimum standard disability provisions](#) provided by NESA.
- Distance Education students must complete the Minimum Standard Tests during the allocated proctoring sessions.

### Transfers from Another School:

If you have transferred from another school where you have completed your minimum standards, you may still be required to complete them at the College. Please contact our External Assessment & Compliance Officer and Executive Assistant, [Mrs Katie Mooney](#), to determine if you need to retake the test.

# FAQ: What do I need to consider when selecting HSC Subjects?

Ask yourself the following questions when considering your interest in particular subjects:

→ **Do I need to do this subject for further study or for employment in a particular field?**

If you have some ideas about the type of career you would like to pursue, then it is important to contact the Careers & External Studies Coordinator to find out whether your proposed career option has some particular subject requirements.

→ **How many 'major works' should I do?**

At ACC we recommend choosing subjects that allow for no more than two major works.

→ **How many external courses can I select?**

Students are required to complete no more than two external studies courses, contributing to less than 50% of their overall pattern of study.

→ **Can I succeed in this subject?**

Success in the HSC is linked to competence in a subject. There is little point in choosing a subject in which you have great difficulty. Success comes with confidence, so you should select subjects you can handle, at a level at which you can achieve success.

→ **Do I like this subject?**

Interest becomes an important consideration when choosing subjects. There is little point in selecting subjects in which you have little interest. While it is certainly true that you may have to persevere with some subjects because you need them for a particular course, experience shows that students perform better in subjects they enjoy.

→ **Have I fulfilled all the rules and regulations required to gain the HSC or an ATAR?**

There are several requirements regarding choice of subjects for the award of the HSC and the Australian Tertiary Admission Rank (ATAR). Students should check that their program of study qualifies them for the award of the HSC and, if they wish to study at university or college, an ATAR. Remember that it is mandatory for all students to study 2 Unit English; (and Biblical Studies at ACC), during the Preliminary Course, and 2 Unit English, (and Biblical Studies) during the Higher School Certificate year.

→ **Are some subjects worth more marks than others?**

It would be foolish to select a subject on the expectation that it will be 'scaled up' for the ATAR. If you do not do well in a subject, then scaling of the whole subject will not help you. Similarly, if you attain excellence in a subject, then scaling should not significantly affect your results.

→ **Should I select subjects only for their career opportunities?**

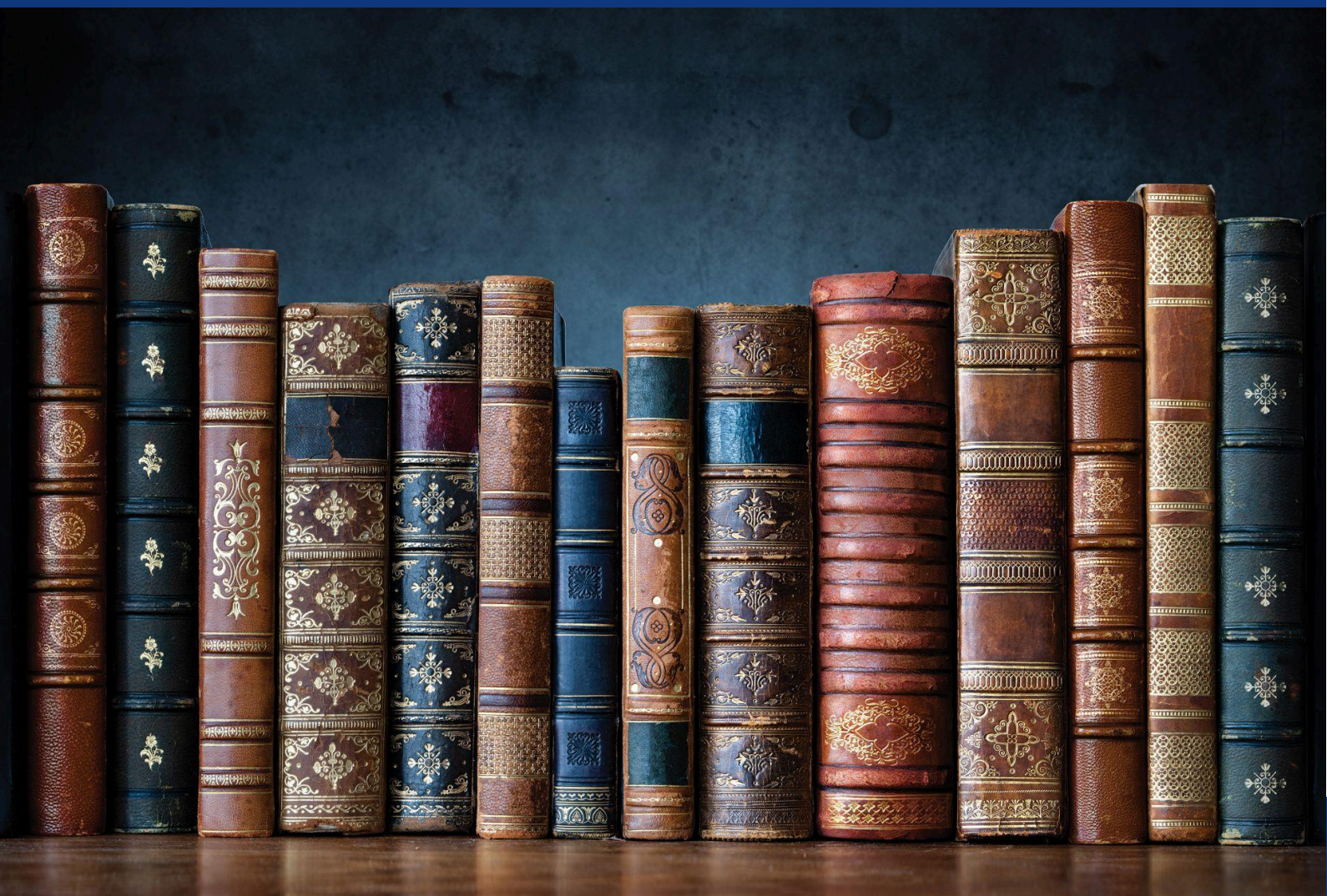
No. Once you have selected those subjects necessary for your future career or future study, you should remember that developing the cultural and creative aspects of ourselves is important for becoming lifetime learners, and a range of subjects broadens your educational knowledge and experience.

# ENGLISH

All English Courses can be studied On Campus and via Distance Education

English Studies  
English Standard  
English Advanced

English Extension I  
English Extension II





# ENGLISH STUDIES

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

## Course No:

Course number(s):

- 30105 English Studies (2 units – Year 11)
- 15125 English Studies (2 units – Year 12)

Optional examination: English Studies students who intend to undertake the optional HSC examination must also be enrolled in:

- 15126 English Studies (2 units – Year 12)

Board Developed Course.

**Exclusions:** English Advanced; English Standard; English EAL/D; English Lifeskills; English Extension

Year 11	Year 12
<ul style="list-style-type: none"> <li>• Students study the mandatory focus area, Reading to Write.</li> <li>• Students study two to four additional syllabus focus areas (selected based on their needs and interests).</li> <li>• Students may also study an optional teacher-developed module.</li> </ul>	<ul style="list-style-type: none"> <li>• The HSC Common Content consists of two mandatory focus areas, Narratives and Human Experiences, and Writing for Purpose. Students study two to four additional syllabus focus areas (selected based on their needs and interests).</li> <li>• Students may also study an optional teacher-developed module.</li> </ul>

## Course Requirements

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

- 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
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

Year 11	Year 12
<p>Students are required to:</p> <ul style="list-style-type: none"> <li>• read, view, listen to and compose a wide range of texts including print and multimodal texts</li> </ul>	<p>Students are required to study:</p> <ul style="list-style-type: none"> <li>• read, view, listen to and compose a wide range of texts including print and multimodal texts</li> </ul>

<ul style="list-style-type: none"> <li>• study at least one substantial print text (for example a novel, biography or drama)</li> <li>• study at least one substantial multimodal text (for example film or a television series)</li> </ul>	<ul style="list-style-type: none"> <li>• study at least one substantial print text (for example a novel, biography or drama)</li> <li>• study at least one substantial multimodal text (for example film or a television series)</li> <li>• be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>• develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year</li> <li>• engage with the community through, for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul> <p>In addition, students in Year 12 only are required to:</p> <ul style="list-style-type: none"> <li>• For Narrative and Human Experience, students are required to study: ONE text from the prescribed text list.</li> <li>• For Writing for purpose, students are required to study: At least FOUR short texts from the prescribed text list</li> </ul>
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### Course Requirements

RoSA and HSC

- [Record of School Achievement \(RoSA\)](#)
- [Higher School Certificate \(HSC\)](#)

From the 2019 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses

Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA

To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

# ENGLISH STANDARD

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

## Course No:

- 11130 Year 11 English Standard.
- 15130 Year 12 English Standard.

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**Exclusions:** English Advanced; English Studies; English EAL/D; English Extension

Year 11	Year 12
<p>The course has two sections:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Two additional focus areas: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.</li> </ul>	<p>The course has two sections:</p> <ul style="list-style-type: none"> <li>• The HSC Common Content consists of one focus area 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.</li> <li>• Three additional focus areas which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</li> </ul>
Course Requirements	
<p>Across the English Standard Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• 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</li> <li>• 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</li> <li>• texts with a wide range of cultural, social and gender perspectives.</li> </ul>	
Year 11	Year 12

<p>Students are required to study:</p> <ul style="list-style-type: none"> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• a wide range of additional related texts and textual forms.</li> </ul>	<p>Students are required to study:</p> <ul style="list-style-type: none"> <li>• at least four prescribed texts, one drawn from each of the following categories: 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</li> </ul>
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## ENGLISH ADVANCED

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

<p><b>Course No:</b> (11140 Year 11 English Advanced, 15140 Year 12 English Advanced). 2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course. <b>Exclusions:</b> English Standard; English Studies; English EAL/D.</p>	
Year 11	Year 12
<p>The course has two sections:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Two additional focus areas: 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.</li> </ul>	<p>The course has two sections:</p> <ul style="list-style-type: none"> <li>• The HSC Common Content consists of one focus area 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.</li> <li>• Three additional focus areas which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes</li> </ul>
<p><b>Course Requirements</b></p>	



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.

Year 11	Year 12
Students are required to study: <ul style="list-style-type: none"> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• a wide range of additional related texts and textual forms.</li> </ul>	Students are required to study: <ul style="list-style-type: none"> <li>• 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 <u>or</u> may be selected from one of the categories already used</li> </ul>

## ENGLISH EXTENSION I

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.

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.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

### Course No:

- 11150 Year 11 English Extension
- 15160 Year 12 English Extension 1
- 15170 Year 12 English Extension 2.

1 unit for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

### Prerequisites:

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

**Exclusions:** English Standard; English Studies; English EAL/D.

Year 11	Year 12
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<p>The course has one mandatory focus area: Texts, Culture and Value as well as a related research project.</p>	<p>English Extension 1 course – 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.</p> <p>The electives are</p> <ul style="list-style-type: none"> <li>• Confessional Worlds</li> <li>• Historical Worlds</li> <li>• Hybrid Worlds</li> <li>• Natural Worlds</li> <li>• Shakespearean Worlds</li> </ul>
<p><b>Course Requirements</b></p>	
<p>Across Stage 6 the selection of texts should give students experience of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.</li> </ul>	
<p><b>Year 11</b></p>	<p><b>Year 12</b></p>
<p>Students are required to:</p> <ul style="list-style-type: none"> <li>• examine a key text from the past and its manifestations in one or more recent cultures</li> <li>• explore, analyse and critically evaluate different examples of such texts in a range of contexts and media</li> <li>• undertake a related research project.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are required to study THREE prescribed texts in ONE elective. At least TWO of these texts are required to be extended print texts, which may include poetry.</li> <li>• Students are also required to study ONE related text for the elective.</li> </ul>

## ENGLISH EXTENSION II

The English Extension 2 Syllabus empowers advanced students to deepen their understanding of literature by exploring their authorial voice through the creation of a substantial Major work. Building on Extension 1, it fosters originality, critical and creative expression, and independent inquiry. Students engage with diverse texts in Author and authority, exploring how form, style, and media convey complex ideas. The course promotes experimentation with language, appreciation of literary aesthetics, and the development of autonomy. It suits students passionate about literature who seek to extend their research, writing, and conceptual skills in a personally meaningful and academically rigorous project.

### Course No:

- 11150 Year 11 English Extension.
- 15160 Year 12 English Extension 1.
- 15170 Year 12 English Extension 2.

1 unit for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

### Prerequisites:

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

**Exclusions:** English Standard; English Studies; English EAL/D.

Major Work	Course Content: Author and Authority
<p>In the English Extension 2 course students are required to:</p> <ul style="list-style-type: none"> <li>• Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.</li> <li>• Students can choose to compose in ONE of the following forms: <ul style="list-style-type: none"> <li>◦ short fiction</li> <li>◦ creative nonfiction</li> <li>◦ Poetry</li> <li>◦ critical response</li> <li>◦ script – short film, television, drama</li> <li>◦ podcasts – drama, storytelling, speeches, performance poetry</li> <li>◦ multimedia.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students explore how and why literary creation and interpretation have evolved over time.</li> <li>• They examine the relationship between texts and literary criticism through key thinkers and texts.</li> <li>• They assess literary originality and how innovation reshapes meaning.</li> <li>• Genre, technology, and form are explored to question traditional authorial authority.</li> <li>• Students analyse short texts and extracts to evaluate changing notions of authorship.</li> <li>• The course develops theoretical understanding of the author's role in shaping and reflecting context.</li> <li>• Through an author study, students explore the primacy of the author and significant literary theories.</li> <li>• Students apply these insights in critical and creative compositions.</li> </ul>

# MATHEMATICS

All Mathematic Courses can be studied On Campus and via Distance Education

Mathematics Standard  
Mathematics Advanced

Mathematics Extension I  
Mathematics Extension II



# MATHEMATICS STANDARD

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. All students studying the Mathematics Standard 2 course will sit for an HSC examination.

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with opportunities to develop an understanding of, and competence in, aspects of mathematics through real-world applications.

Mathematics Standard Year 11 provides a pathway for students who progress through the Core outcomes of the Mathematics 7–10 Syllabus (2022). This course is designed for students who want to extend their mathematical skills beyond Stage 5, gain further knowledge of mathematical concepts and apply these skills and knowledge in practical contexts.

Mathematics Standard 2 provides a pathway for students to extend their mathematical thinking through examining more complex content, and through applications and modelling. The Mathematics Standard 2 course offers students the opportunity to prepare for a wide range of educational and employment aspirations.

**Course No:** [TBA](#)

Course hours: 120 hours

Course units: 2

Endorsement type: Board Developed Course.

**Prerequisites:**

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the Core content and outcomes of the Stage 5 syllabus.

**Exclusions:**

Students may not study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course. Students who have followed the Mathematics Standard pathway in Year 11 are encouraged to study the Mathematics Standard 2 Year 12 course.

2026 Year 11 Content	2027 Year 12 Content - Standard II
<p>The Mathematics Standard Year 11 course comprises 5 areas of study, divided into focus areas:</p> <ul style="list-style-type: none"> <li>Area of Study: Algebra <ul style="list-style-type: none"> <li>Formulae and Equations,</li> <li>Linear Relationships</li> </ul> </li> <li>Area of Study: Financial Mathematics <ul style="list-style-type: none"> <li>Earning Money,</li> <li>Managing Money</li> </ul> </li> <li>Area of Study: Measurement <ul style="list-style-type: none"> <li>Applications of Measurement,</li> <li>Time and Location</li> </ul> </li> </ul>	<p>The Mathematics Standard 2 Year 12 course content includes the same five areas of study, divided into focus areas:</p> <ul style="list-style-type: none"> <li>Area of Study: Algebra <ul style="list-style-type: none"> <li>Algebraic Relationships</li> </ul> </li> <li>Area of Study: Financial Mathematics <ul style="list-style-type: none"> <li>Investments and Loans, Annuities</li> </ul> </li> <li>Area of Study: Measurement <ul style="list-style-type: none"> <li>Trigonometry,</li> <li>Rates and Ratios</li> </ul> </li> <li>Area of Study: Networks <ul style="list-style-type: none"> <li>Network Flow,</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Area of Study: Networks <ul style="list-style-type: none"> <li>◦ Networks, paths and trees</li> </ul> </li> <li>• Area of Study: Statistics <ul style="list-style-type: none"> <li>◦ Data Analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◦ Critical Path Analysis</li> <li>• Area of Study: Statistics <ul style="list-style-type: none"> <li>◦ Bivariate Data Analysis,</li> <li>◦ Relative Frequency and Probability</li> <li>◦ The Normal Distribution</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Mathematics Standard II in Year 12</b></p>	
<p>Through the study of Mathematics Standard 2, students:</p> <ul style="list-style-type: none"> <li>• develop their knowledge, understanding and skills in Working mathematically and in communicating concisely and systematically</li> <li>• consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling and use these models to solve problems related to their present and future needs</li> <li>• develop an understanding of, and skills in, further aspects of mathematics for concurrent HSC studies</li> <li>• gain an appropriate mathematical background for a wide range of educational and employment aspirations.</li> </ul>	

# MATHEMATICS ADVANCED

The Mathematics Advanced 11–12 Syllabus (2024) is designed to encourage students to appreciate mathematical ways of viewing the world to investigate concepts, such as order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to explore mathematical problems through observation, reflection and reasoning. This course enables students to use mathematical models and serves as a basis for further studies at the tertiary level in science and commerce that require mathematics and its applications.

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

**Course No:** [TBA](#)

Course hours: 120 hours

Course units: 2

Endorsement type: Board developed course

**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 NSW Mathematics Years 7–10 Syllabus and in particular, the Core and some of the Path content and outcomes of the Stage 5 syllabus.

**Exclusions:**

Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1, Mathematics Standard 2, and Mathematics Life Skills courses.

Year 11 Content	Year 12 Content
<p>The Mathematics Advanced Year 11 course comprises areas of study, divided into focus areas:</p> <ul style="list-style-type: none"> <li>• Area of study: Functions <ul style="list-style-type: none"> <li>◦ Working with Functions</li> <li>◦ Graph transformations</li> </ul> </li> <li>• Area of study: Trigonometric Functions <ul style="list-style-type: none"> <li>◦ Trigonometry and Measure of Angles, and</li> <li>◦ Trigonometric Identities and Equations</li> </ul> </li> <li>• Area of study: Calculus <ul style="list-style-type: none"> <li>◦ Introduction to Differentiation</li> </ul> </li> <li>• Area of study: Exponential and Logarithmic Functions <ul style="list-style-type: none"> <li>◦ Logarithms and Exponentials</li> </ul> </li> <li>• Area of study: Statistical Analysis <ul style="list-style-type: none"> <li>◦ Probability, and</li> <li>◦ Data</li> </ul> </li> </ul>	<p>The Mathematics Advanced Year 12 course content includes five areas of study, divided into focus areas:</p> <ul style="list-style-type: none"> <li>• Area of study: Functions <ul style="list-style-type: none"> <li>◦ Further graph transformations and modelling</li> </ul> </li> <li>• Area of study: Calculus <ul style="list-style-type: none"> <li>◦ Differential Calculus,</li> <li>◦ Integral Calculus, and</li> <li>◦ Applications of calculus</li> </ul> </li> <li>• Area of study: Sequences and Series <ul style="list-style-type: none"> <li>◦ Sequences and series</li> </ul> </li> <li>• Area of study: Statistical Analysis <ul style="list-style-type: none"> <li>◦ Random Variables</li> </ul> </li> <li>• Area of study: Financial Mathematics <ul style="list-style-type: none"> <li>◦ Financial Mathematics</li> </ul> </li> </ul>



### **Mathematics Advanced in Stage 6**

Through the study of Mathematics Advanced 11–12, students:

- develop knowledge, understanding and skills in Working mathematically and communicating concisely and precisely
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling
- gain an appropriate mathematical background for future pathways which involve mathematics and its applications at the tertiary level.

# MATHEMATICS EXTENSION I

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.

Mathematics Extension 1 enables students to develop a thorough knowledge and understanding of and competence in further aspects of mathematics as an extension of the Mathematics Advanced course. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

Mathematics Extension 1 supports students in tertiary study in mathematics and related fields.

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

<p><b>Course No:</b> <a href="#">TBA</a>            Course hours: 60 hours            Course unit: 1            Endorsement type: Board developed</p> <p><b>Prerequisites:</b>            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 NSW Mathematics Years 7–10 Syllabus and, in particular, the Core and Path content and outcomes of the syllabus.</p> <p><b>Exclusions:</b>            Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1, Mathematics Standard 2, Mathematics Life Skills courses.</p>	
Year 11 Content	Year 12 Content
<p>The Mathematics Extension 1 Year 11 course content comprises three areas of study, divided into focus areas.</p> <ul style="list-style-type: none"> <li>Area of study: Functions               <ul style="list-style-type: none"> <li>Further Work with Functions,</li> <li>Polynomials</li> </ul> </li> <li>Area of study: Trigonometric Functions               <ul style="list-style-type: none"> <li>Further Trigonometry</li> </ul> </li> <li>Area of study: Combinatorics               <ul style="list-style-type: none"> <li>Permutation and combinations,</li> <li>The binomial theorem</li> </ul> </li> </ul>	<p>The Mathematics Extension 1 Year 12 course content comprises five areas of study, divided into focus areas.</p> <ul style="list-style-type: none"> <li>Area of study: Proof               <ul style="list-style-type: none"> <li>Proof by Mathematical Induction</li> </ul> </li> <li>Area of study: Vectors               <ul style="list-style-type: none"> <li>Introduction to Vectors</li> </ul> </li> <li>Area of study: Trigonometric Functions               <ul style="list-style-type: none"> <li>Inverse Trigonometric Functions</li> </ul> </li> <li>Area of study: Calculus               <ul style="list-style-type: none"> <li>Further Calculus Skills</li> <li>Further Applications of Calculus</li> </ul> </li> <li>Area of study: Statistical Analysis               <ul style="list-style-type: none"> <li>The Binomial Distribution</li> <li>Sampling distribution of the mean</li> </ul> </li> </ul>
Mathematics Extension I in Stage 6	
<p>Through the study of Mathematics Extension 1, students:</p> <ul style="list-style-type: none"> <li>develop thorough knowledge, understanding and skills in Working mathematically and in communicating concisely and precisely</li> </ul>	

- develop rigorous mathematical arguments and proofs, and use mathematical models extensively
- develop awareness of the interconnected nature of mathematics, its beauty and its functionality
- gain an appropriate mathematical background for future pathways that may involve mathematics and its applications.

# MATHEMATICS EXTENSION II

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

The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.

Mathematics Extension 2 focuses on key ideas of algebra and calculus and appreciation of mathematical invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not covered in Mathematics Advanced and Mathematics Extension 1.

Mathematics Extension 2 is a Year 12-only course. Students studying the Mathematics Extension 2 Year 12 course must:

- have studied the Mathematics Advanced and the Mathematics Extension 1 Year 11 courses
- study the Mathematics Advanced Year 12 and Mathematics Extension 1 Year 12 courses concurrently with Mathematics Extension 2 Year 12.

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

**Course No:** [TBA](#)

Course hours: 60 hours

Course unit: 1

Endorsement type: Board developed

**Prerequisites:**

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

**Exclusions:**

Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1, Mathematics Standard 2, and Mathematics Life Skills courses.

## Year 12 Content

The Mathematics Extension 2 course comprises five areas of study, divided into focus areas:

- Area of study: Proof
  - The Nature of Proof
- Area of study: Vectors
  - Further Work with Vectors
- Area of study: Complex Numbers
  - Introduction to Complex Numbers
- Area of study: Calculus
  - Further Integration
- Area of study: Mechanics
  - Applications of Calculus to Mechanics

### **Mathematics Extension II in Stage 6**

Through the study of Mathematics Extension 2, students:

- develop strong knowledge, understanding and skills in Working mathematically and in communicating concisely and precisely
- acquire knowledge, understanding and skills in relation to mathematical concepts that have applications in an increasing number of contexts
- gain an appropriate mathematical background for future pathways which are founded in mathematics and its applications.

# SCIENCE

All Science Courses can be studied On Campus and via Distance Education\*

\*(with additional practical on Campus days per term per course required)

Biology  
Chemistry  
Physics



# BIOLOGY

The Year 11 course investigates cellular structure and provides a base 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 how this leads to 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 in humans.

## Course No:

- 11030 Year 11 Biology
- 15030 Year 12 Biology.

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

Year 11	Year 12
<p>The Year 11 course consists of four modules.</p> <ul style="list-style-type: none"> <li>• Module 1 Cells as the Basis of Life</li> <li>• Module 2 Organisation of Living Things</li> <li>• Module 3 Biological Diversity</li> <li>• Module 4 Ecosystem Dynamics</li> </ul>	<p>The Year 12 course consists of four modules.</p> <ul style="list-style-type: none"> <li>• Module 5 Heredity</li> <li>• Module 6 Genetic Change</li> <li>• Module 7 Infectious Disease</li> <li>• Module 8 Non-infectious Disease &amp; Disorders</li> </ul>
Course Requirements	
<p>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.</p> <p>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.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses. (Distance students must attend the compulsory practical days below)</p> <p>Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</p> <p>If studying Biology through our Distance Education Program, students are required to attend <b>two compulsory practical days per term</b> (totalling 5 in Year 11 and 6 in Year 12) at ACC Marsden Park to complete the practical requirements of this course.</p>	

# CHEMISTRY

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.

## Course No:

- 11050 Year 11 Chemistry
- 15050 Year 12 Chemistry.

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

Year 11	Year 12
<p>The Year 11 course consists of four modules.</p> <ul style="list-style-type: none"> <li>• Module 1 Properties and Structure of Matter</li> <li>• Module 2 Introduction to Quantitative Chemistry</li> <li>• Module 3 Reactive Chemistry</li> <li>• Module 4 Drivers of Reactions</li> </ul>	<p>The Year 12 course consists of four modules.</p> <ul style="list-style-type: none"> <li>• Module 5 Equilibrium and Acid Reactions</li> <li>• Module 6 Acid/base Reactions</li> <li>• Module 7 Organic Chemistry</li> <li>• Module 8 Applying Chemical Ideas</li> </ul>
Course Requirements	
<p>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.</p> <p>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.</p> <p>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. (Distance students <b>must</b> attend the compulsory practical days below)</p> <p>If studying Chemistry through our Distance Education Program, students are required to attend <b>two compulsory practical days per term</b> (totalling 5 in Year 11 and 6 in Year 12) at ACC Marsden Park to complete the practical requirements of this course.</p>	



# PHYSICS

Preliminary and HSC Physics involves the study of matter and its motion through space and time, along with concepts that include energy and force. Physics students study the scales of space and time – from nuclear particles and their interactions to the size and age of the Universe. Students can better understand the physical world, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future. Students engage in solving equations based on models, make predictions, and analyse the interconnectedness of physical entities. Practical investigations are an essential part of the physics course.

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.

## Course No:

- 11310 Year 11 Physics
- 15330 Year 12 Physics.

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

Exclusions: Nil

Year 11	Year 12
<p>The Year 11 course consists of four modules.</p> <ul style="list-style-type: none"> <li>• Module 1 Kinematics</li> <li>• Module 2 Dynamics</li> <li>• Module 3 Waves and Thermodynamics</li> <li>• Module 4 Electricity and Magnetism</li> </ul>	<p>The Year 12 course consists of four modules.</p> <ul style="list-style-type: none"> <li>• Module 5 Advanced Mechanics</li> <li>• Module 6 Electromagnetism</li> <li>• Module 7 The Nature of Light</li> <li>• Module 8 The Universe to the Atom</li> </ul>

## 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, and may include field work. (Distance students **must** attend the compulsory practical days below)

If studying Physics through our Distance Education Program, students are required to attend **two compulsory practical days per term** (totalling 5 in Year 11 and 6 in Year 12) at ACC Marsden Park to complete the practical requirements of this course.

# HUMAN SOCIETY AND ITS ENVIRONMENT

All HSIE Courses can be studied On Campus and via Distance Education

Ancient History  
Business Studies  
Economics  
Geography

Legal Studies  
Modern History  
Studies of Religion II



# ANCIENT HISTORY

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.

<p><b>Course No:</b></p> <ul style="list-style-type: none"> <li>11020 Year 11 Ancient History</li> <li>15020 Year 12 Ancient History.</li> </ul> <p>2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course. Exclusions: Nil</p>	
Year 11	Year 12
<p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> <li>Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies')</li> <li>Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.</li> <li>Features of Ancient Societies (40 indicative hours)</li> <li>Students study at least two ancient societies.</li> <li>Historical Investigation (20 indicative hours)</li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p>	<p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> <li>Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)</li> <li>One 'Ancient Societies' topic (30 indicative hours)</li> <li>One 'Personalities in their Times' topic (30 indicative hours)</li> <li>One 'Historical Periods' topic (30 indicative hours)</li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>
Year 11 Course Requirements	Year 12 Course Requirements
<p>In the Year 11 course, students undertake at least two case studies.</p> <ul style="list-style-type: none"> <li>One case study must be from Egypt, Greece, Rome or Celtic Europe, and</li> <li>One case study must be from Australia, Asia, the Near East or the Americas.</li> </ul>	<p>The course requires study from at least two of the following areas:</p> <ul style="list-style-type: none"> <li>Egypt</li> <li>Near East</li> <li>China</li> <li>Greece</li> <li>Rome</li> </ul>

# BUSINESS STUDIES

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. The course offers opportunities to learn about the planning of a small business as well as 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.

**Course No:** 15040

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Year 11	Year 12
<ul style="list-style-type: none"><li>• Nature of business (20%) – the role and nature of business</li><li>• Business management (40%) – the nature and responsibilities of management</li><li>• Business planning (40%) – establishing and planning a small to medium enterprise</li></ul>	<ul style="list-style-type: none"><li>• Operations (25%) – strategies for effective operations management</li><li>• Marketing (25%) – development and implementation of successful marketing strategies</li><li>• Finance (25%) – financial information in the planning and management of business</li><li>• Human resources (25%) – human resource management and business performance</li></ul>

# ECONOMICS

The Preliminary course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Much of this behaviour is influenced by the operation of markets. The Preliminary course provides an essential foundation for the HSC course.

The HSC course focuses on the management of an economy and is therefore essentially macroeconomic in nature. It examines the external framework in which the Australian economy operates. The course investigates the impact of the global economy on the Australian economy and the link between economic issues and the management of an economy, with specific reference to the Australian economy.

<b>Course No:</b> 15110 2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil	
Year 11	Year 12
<ul style="list-style-type: none"><li>• Introduction to Economics (10%)</li><li>• Consumers &amp; Business (10%)</li><li>• Markets (20%)</li><li>• Labour Markets (20%)</li><li>• Financial Markets (20%)</li><li>• Government in the Economy (20%)</li></ul>	<ul style="list-style-type: none"><li>• The Global Economy (25%)</li><li>• Australia's Place in the Global Economy (25%)</li><li>• Economic Issues (25%)</li><li>• Economic Policies &amp; Management (25%)</li></ul>

# GEOGRAPHY

The Preliminary course seeks to provide students with opportunities to develop and apply their understanding of 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 HSC course seeks to provide students opportunities through contemporary issues and case studies to further develop and apply their understanding of geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, ecosystems and global biodiversity.

<b>Course No:</b> 15190 2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil	
Year 11	Year 12
<ul style="list-style-type: none"> <li>• Earth's Natural Systems (40hrs)</li> <li>• People, Patterns and Processes (40hrs)</li> <li>• Human-environment Interactions (20hrs)</li> <li>• Geographical Investigation (20hrs)</li> <li>• Fieldwork (12hrs in above units)</li> </ul>	<ul style="list-style-type: none"> <li>• Global Sustainability (30hrs)</li> <li>• Rural &amp; Urban Places (45hrs)</li> <li>• Ecosystems &amp; Biodiversity (45hrs)</li> <li>• Fieldwork (12hrs in above units)</li> </ul>

Course Requirements
Fieldwork and geographical inquiry are embedded in every unit as a course requirement.

## LEGAL STUDIES

The Year 11 course provides students with the opportunity to develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions. Students will also investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports.

The Year 12 course provides, through the use of a range of contemporary examples, students an opportunity to investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms. Through the use of a range of contemporary examples, students will also investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice.

<b>Course No:</b> <ul style="list-style-type: none"> <li>Year 11 Legal Studies</li> <li>Year 12 Legal Studies</li> </ul> 2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course. Exclusions: Nil	
Year 11	Year 12
The Year 11 course comprises three sections. <ul style="list-style-type: none"> <li>Core Part 1: The Legal System (30%)</li> <li>Core Part 2: The Individual and the Law (30%)</li> <li>Core Part 3: Law in Practice. (30%)</li> </ul> Legal concepts and skills are integrated with the studies undertaken in Year 11.	The Year 12 course comprises three sections. <ul style="list-style-type: none"> <li>Core Part 1: Crime (30%)</li> <li>Core Part 2: Human Rights (20%)</li> <li>Part 3: Options                             <ul style="list-style-type: none"> <li>Family Law (25%)</li> <li>Consumer Law or World Order (25%)</li> </ul> </li> </ul> Legal concepts and skills are integrated with the studies undertaken in Year 12.
Year 11 Course Requirements	Year 12 Course Requirements
<ul style="list-style-type: none"> <li>TWO examples of law reform must be studied, one related to native title and one related to a contemporary law reform issue</li> <li>Part 3 can be integrated with Part 1 and/or Part 2. TWO contemporary issues should be studied.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate a contemporary issue which illustrates the promotion and/or enforcement of human rights.</li> <li>Must study TWO options from the list.</li> </ul>



# MODERN HISTORY

The Year 11 course provides students with opportunities to develop skills and gain knowledge in 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 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

<p><b>Course No:</b></p> <ul style="list-style-type: none"> <li>• 11270 Year 11 Modern History</li> <li>• 15270 Year 12 Modern History.</li> </ul> <p>2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course. Exclusions: Nil</p>	
Year 11	Year 12
<p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> <li>• Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies') <ul style="list-style-type: none"> <li>◦ Students undertake at least one option from 'The Nature of Modern History', and at least two case studies.</li> </ul> </li> <li>• Historical Investigation (20 indicative hours)</li> <li>• The Shaping of the Modern World (40 indicative hours) <ul style="list-style-type: none"> <li>◦ At least one study from 'The Shaping of the Modern World' is to be undertaken.</li> </ul> </li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p>	<p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> <li>• Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)</li> <li>• One 'National Studies' topic (30 indicative hours)</li> <li>• One 'Peace and Conflict' topic (30 indicative hours)</li> <li>• One 'Change in the Modern World' topic (30 indicative hours)</li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>
Year 11 Course Requirements	Year 12 Course Requirements
<p>In the Year 11 course, students undertake at least two case studies.</p> <ul style="list-style-type: none"> <li>• One case study must be from Europe, North America or Australia, and</li> <li>• One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.</li> </ul>	<p>Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.</p>

## STUDIES OF RELIGION II

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.

<p><b>Course No:</b> 15380  2 units for each of Preliminary and HSC  Board Developed Course  Exclusions: Studies of Religion I</p>	
Year 11	Year 12
<ul style="list-style-type: none"> <li>• Nature of Religion and Beliefs <ul style="list-style-type: none"> <li>◦ The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.</li> </ul> </li> <li>• Three Religious Traditions Studies: <ul style="list-style-type: none"> <li>◦ Christianity, Islam, Judaism <ul style="list-style-type: none"> <li>■ Origins</li> <li>■ Principal beliefs</li> <li>■ Sacred texts and writings</li> <li>■ Core ethical teachings</li> <li>■ Personal devotion/expression of faith/observance.</li> </ul> </li> </ul> </li> <li>• Religions of Ancient Origin <ul style="list-style-type: none"> <li>◦ The response to the human search for ultimate meaning in two religions of ancient origin from: <ul style="list-style-type: none"> <li>■ Egypt</li> <li>■ Nordic</li> </ul> </li> </ul> </li> <li>• Religion in Australia pre-1945 <ul style="list-style-type: none"> <li>◦ The arrival, establishment and development of religious traditions in Australia prior to 1945.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Religion and Belief Systems in Australia post-1945 <ul style="list-style-type: none"> <li>◦ Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li> </ul> </li> <li>• Three Religious Tradition Depth Studies: <ul style="list-style-type: none"> <li>◦ Christianity, Islam, Judaism <ul style="list-style-type: none"> <li>■ Significant people and ideas</li> <li>■ A religious tradition's ethical teachings about bioethics or environmental ethics or sexual ethics</li> <li>■ Significant practices in the life of adherents.</li> </ul> </li> </ul> </li> <li>• Religion and Peace <ul style="list-style-type: none"> <li>◦ The distinctive response of religious traditions to the issue of peace.</li> </ul> </li> <li>• Religion and Non-Religion <ul style="list-style-type: none"> <li>◦ The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.</li> </ul> </li> </ul>

# LANGUAGES

Japanese Beginners can be studied through Distance Education

## Japanese Beginners



# JAPANESE BEGINNERS

Language is key to communication and human connection. Learning a new language equips students with skills to engage in the 21st-century world and broadens their perspective as global citizens. The Japanese Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Japanese at senior secondary level. It offers insights into one of the global community's most technologically advanced societies and economies, enhancing understanding of its language, arts, customs, beliefs and traditions. The course also opens pathways for future study and careers in fields such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Course No:

- 11740 - Year 11 Japanese Beginners
- 15820 - Year 12 Japanese Beginners

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: The Stage 6 Japanese Beginners course is only for students with no prior knowledge or experience of the Japanese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

## Topics

The prescribed topics for the Stage 6 Japanese Beginners course are:

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

These are studied from two interdependent perspectives of "The Personal World" and "The Japanese-speaking Communities"

## Course Requirements

The following assessment component and component weightings are mandatory for the Stage 6 Japanese Beginners course.

- Listening - 30%
- Reading - 30%
- Speaking - 20%
- Writing - 20%

In order to meet this requirement, **the online weekly tutorials for practising speaking are compulsory**. You must have your camera and microphone on at all times throughout the tutorials.

It is also strongly recommended that students attend the Speaking Day held on campus each term - these are not mandatory.



# JAPANESE CONTINUERS

The study of Japanese is important to Australians due to the strong economic and cultural ties between Australia and Japan, with Japan being a key trading partner and Japanese recognised as a priority language in the Asia-Pacific region. Learning Japanese supports communication, cross-cultural understanding, literacy, and general knowledge, while also offering students access to Japan's rich cultural traditions and diverse perspectives. Proficiency in the language, combined with other skills, can enhance career opportunities in fields such as trade, tourism, hospitality, finance, technology, education, the arts, diplomacy, media, translation, and catering.

Course No:

- 11750 - Year 11 Japanese Continuers
- 15830 - Year 12 Japanese Continuers

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: The Japanese Continuers Stage 6 Syllabus is designed for students who, typically, will have studied Japanese for 400–500 hours by completion of Stage 6.

## Themes

There are three prescribed themes

- The individual
- The Japanese-speaking communities
- The changing world

The theme, the individual, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, the Japanese-speaking communities, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, the changing world, enables students to explore change as it affects aspects of the world of work and other topics such as current issues.

## Course Requirements

The following assessment component and component weightings are **mandatory** for the Stage 6 Japanese Continuers course.

- Listening - 30%
- Reading - 30%
- Speaking - 20%
- Writing - 20%

Meeting these outcomes will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Japanese and English.

## TECHNOLOGY & APPLIED STUDIES

- Industrial Technology Multimedia and Food Technology Courses can be studied On Campus and via Distance Education\*  
(\*with additional practical On Campus days per year per course required)
- Design and Technology is an On Campus only course.
- Engineering Studies is a Distance Education subject only. It may be studied by On Campus students in an online mode.

**Food Technology**  
**Design and Technology**  
**Engineering Studies**  
**Industrial Technology (Multimedia)**



# DESIGN AND TECHNOLOGY

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. These projects involve the design, production and evaluation of a product, system or environment and include evidence of the design process recorded in a design folio. This is an **On Campus** subject only.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark.

## Course No:

- 11080 Design and Technology - Year 11
- 15080 Design and Technology - Year 12

2 units for each of Preliminary and HSC

Board Developed Course

## Exclusions:

- 16682 Design and Technology Life Skills (2 units – Preliminary)
- 16682 Design and Technology Life Skills (2 units – HSC)
- 16686 Technology Life Skills (2 units – Preliminary) (where Design and Technology is undertaken within the course)
- 16686 Technology Life Skills (2 units – HSC) (where Design and Technology is undertaken within the course)

Year 11	Year 12
<p>Involves both theory and practical work in designing and making. This includes a case study of designers.</p> <p>Students will learn about design and production processes, technologies, environmental and social issues, creativity, collaborative design, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.</p>	<p>Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation.</p> <p>A Major Design Project is undertaken throughout the course with a folio that addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.</p>
Particular Course Requirements	
<p>In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Each project will place emphasis on the development of different skills</p>	



and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project.

Students should only study this course if they have the willingness and ability to work independently, manage their time and resources, and persist whilst solving problems and challenges.

# ENGINEERING STUDIES

Both Preliminary and HSC courses offer students knowledge, understanding and skills by investigating a range of applications in fields of engineering. Students learn about historical and societal influences, the scope of the profession and develop skills in technical communication. Students apply knowledge of engineering mechanics, hydraulics, electricity, electronics and engineering materials to solve engineering problems. Students study engineering by investigating a range of applications and fields of engineering.

## Course No:

- 11120 Engineering Studies - Year 11
- 15120 Engineering Studies - Year 12

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

Year 11	Year 12
<p>Students undertake the study of 4 compulsory modules:</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Engineering Fundamentals</li> <li>• Engineered Products and</li> <li>• Braking Systems</li> </ul> <p>ONE focus module in the field of:</p> <ul style="list-style-type: none"> <li>• Biomedical Engineering.</li> </ul>	<p>Students undertake the study of 4 compulsory modules:</p> <p>TWO application modules relating to the fields of:</p> <ul style="list-style-type: none"> <li>• Civil Structures and</li> <li>• Personal and Public Transport</li> </ul> <p>TWO focus modules relating to the fields of:</p> <ul style="list-style-type: none"> <li>• Aeronautical Engineering and</li> <li>• Telecommunications Engineering.</li> </ul>

## Particular Course Requirements

### Preliminary 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. If studying Engineering studies through our Distance Education Program, students are required to attend **one compulsory practical day in term 1** at ACC Marsden Park to complete the practical requirements of this course.

### HSC 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. If studying Engineering studies through our Distance Education Program, students are required to attend **four compulsory practical days** at ACC Marsden Park to complete the practical requirements of this course.

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.

# FOOD TECHNOLOGY

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.

## Course No:

- 11180 Food Technology - Year 11
- 15180 Food Technology - Year 12

2 units for each of Preliminary and HSC

Board Developed Course

## Exclusions:

- 16683 Food Technology Life Skills (2 units – Preliminary)
- 16683 Food Technology Life Skills (2 units – HSC)
- 16686 Technology Life Skills (2 units – Preliminary) (where Food Technology is undertaken within the course)
- 16686 Technology Life Skills (2 units – HSC) (where Food Technology is undertaken within the course)

Year 11	Year 12
<b>Preliminary Course</b> <ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul>	<b>HSC Course</b> <ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition Issues (25%)</li> </ul>
Particular Course Requirements	
<p>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.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p> <p>If studying Food Technology via our Distance Education Program, you will be required to attend additional <b>practical days</b> at our ACC Marsden Park campus.</p>	

# INDUSTRIAL TECHNOLOGY - MULTIMEDIA

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of the Multimedia industry 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 the focus area chosen for the course. The Focus Area for ACC is *Multimedia Technologies*.

## Course No:

- 11200 Industrial Technology - Year 11
- 15200 Industrial Technology - Year 12

2 units for each of Preliminary and HSC

Board Developed Course

## Exclusions:

- Students can only undertake study in 1 focus area.
- 16684 Industrial Technology Life Skills (2 units – Preliminary)
- 16684 Industrial Technology Life Skills (2 units – HSC)
- 16686 Technology Life Skills (2 units – Preliminary) (where Industrial Technology is undertaken within the course)
- 16686 Technology Life Skills (2 units – HSC) (where Industrial Technology is undertaken within the course)

Year 11	Year 12
<p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)</li> <li>• Design – elements and principles, types of design, quality, influences affecting design (10%)</li> <li>• Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)</li> <li>• Production – display a range of skills through the construction of a number of projects (40%)</li> <li>• Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)</li> </ul>	<p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Major Project (60%)</li> <li>• Design, Management and Communication</li> <li>• Production</li> <li>• Industry Related Manufacturing Technology (25%)</li> </ul>

### Particular Course Requirements

In the Preliminary course, students must design, develop and construct a number of 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 a focus area industry.

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 specific focus area industry. If studying ITM through our Distance Education Program, students are required to attend **five compulsory practical days** at ACC Marsden Park to complete the practical requirements of this course.

## CREATIVE ARTS

- Music I course and Visual Arts can be studied On Campus and via Distance Education\* (\*with additional practical on Campus days per year per course required).
- Drama is an On Campus only course

Drama  
Music I  
Visual Arts



# DRAMA

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

## Course No:

- 11090 Preliminary Course
- 15090 HSC Course

2 units for each of Preliminary and HSC

Board Developed Course

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

This subject is for **On Campus** Students only.

Year 11	Year 12
<p>Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.</p>	<p>Australian Drama and Theatre and Studies in Drama and Theatre involve 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.</p> <p>The <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8-12 minutes duration). It provides an opportunity for each student to demonstrate his or her performance skills.</p> <p>For the <b>Individual Project</b>, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p> <p>Main Topics include:</p> <ul style="list-style-type: none"> <li>• Australian Drama and Theatre (Core content)</li> <li>• Studies in Drama and Theatre</li> <li>• Group Performance (Core content)</li> <li>• Individual Project</li> </ul>
Particular Course Requirements	
<p>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.</p> <p>In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point.</p>	



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.

# MUSIC I

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

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

<p><b>Course No:</b></p> <ul style="list-style-type: none"> <li>• 11280 Preliminary Course</li> <li>• 15290 HSC Course</li> </ul> <p>2 units for each of Preliminary and HSC</p> <p>Board Developed Course</p> <p><b>Exclusions:</b> Music 2 and Music Extension; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
Year 11	Year 12
<p>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.</p> <p>While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2 (a course with a stronger art music focus). 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 and caters for students with less experience in Music.</p>	<p>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.</p> <p>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.</p>
Particular Course Requirements	
<p>Students selecting Music 1 and choosing composition or musicology viva are required to keep a portfolio of the development of each project.</p> <p>There are <b>3 practical days</b> in Year 11 and <b>7 practical days</b> in Year 12</p>	

# VISUAL ARTS

In the Visual Arts Preliminary Course students will be given the opportunity to experience artmaking through a number of expressive forms as they develop an informed point of view. While in the HSC Course students select one expressive form that displays their artmaking prowess as they create a Body of Work that reflects their knowledge and understanding of practice and communicates their conceptual ideas. The HSC Course builds on the knowledge and understanding, skills, values and attitudes of the Preliminary Course.

Three Content areas underpin the Visual Arts Course. These are Practice (Artmaking, Art Criticism and Art History), The Conceptual Framework (Agencies: Artist, Artwork, World, Audience) and The Frames (Subjective, Cultural, Structural, Postmodern). Students will reflect their understanding of the Visual Arts through deeper and sustained investigations of Practice, The Conceptual Framework and The Frames, which will be demonstrated in their artmaking and written responses.

<p><b>Course No:</b></p> <ul style="list-style-type: none"> <li>11380 Preliminary Course</li> <li>15400 HSC Course</li> </ul> <p>2 units for each of Preliminary and HSC Board Developed Course</p> <p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
Year 11	Year 12
<p>Preliminary Course learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>the nature of practice in artmaking, art criticism and art history through different investigations</li> <li>the role and function of artists, artworks, the world and audiences in the artworld</li> <li>the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>how students may develop meaning and focus and interest in their work</li> <li>building understandings over time through various investigations and working in different forms.</li> </ul> <p>Studying Stage 5 Visual Arts is recommended but not compulsory.</p>	<p>HSC Course learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>how students may develop their practice in artmaking, art criticism, and art history</li> <li>how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>how students may further develop meaning and focus in their work.</li> </ul>
Particular Course Requirements	
<p><b>Preliminary Course:</b></p> <ul style="list-style-type: none"> <li>Artworks in at least two expressive forms and use of a Visual Arts Process Diary (VAPD)</li> <li>a broad investigation of ideas in artmaking, art criticism and art history</li> <li><b>3 on campus practical days</b></li> </ul> <p><b>HSC Course:</b></p> <ul style="list-style-type: none"> <li>development of a body of work (BoW) and use of a VAPD (50%)</li> </ul>	

- deeper and more complex investigations in artmaking, art criticism and art history through a minimum of five Case Studies (50%)
- **On campus practical days**

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

All PDHPE Courses can be studied On Campus and via Distance Education

## Community and Family Studies Health and Movement Science



# COMMUNITY AND FAMILY STUDIES

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

<b>Course No:</b> 15060 2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil	
Year 11	Year 12
<ul style="list-style-type: none"> <li>Resource Management: Basic concepts of the resource management process (20% of course time).</li> <li>Individuals and Groups: The individual's roles, relationships and tasks within groups (40% of course time).</li> <li>Families and Communities: Family structures and functions and the interaction between family and community (40% of course time).</li> </ul>	<ul style="list-style-type: none"> <li>Research Methodology: Research methodology and skills culminating in the production of an Independent Research Project ( 25% of course time).</li> <li>Groups in Context: The characteristics and needs of specific community groups ( 25% of course time).</li> <li>Parenting and Caring: Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (25% of course time).</li> </ul>
HSC Option Modules	
Select one of the following (25% of course time): <ul style="list-style-type: none"> <li>Family and Societal Interactions: Government and community structures that support and protect family members throughout their lifespan.</li> <li>Social Impact of Technology: The impact of evolving technologies on individuals and lifestyle.</li> <li>Individuals and Work: Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>	
Particular Course Requirements	
Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.	

# HEALTH AND MOVEMENT SCIENCE

Health and Movement Science is an innovative and dynamic course that combines theoretical and practical learning to give students a comprehensive understanding of human health, physical activity, and movement. Year 11 is organised into 2 focus areas: Health for individuals and communities; and The body and mind in motion. Year 12 is organised into 2 focus areas: Health in an Australian and global context; and Training for improved performance.

Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content.

<b>Course No:</b> <ul style="list-style-type: none"> <li>11390: Preliminary Course</li> <li>15410: HSC Course</li> </ul> 2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil	
Year 11	Year 12
<b>Core Topics (80 Hours)</b> <ul style="list-style-type: none"> <li>Health for Individuals and Communities</li> <li>The Body and Mind in Motion</li> </ul> <b>Collaborative Investigation (20 Hours)</b>  <b>Depth Studies x2 minimum (20 Hours)</b> <ul style="list-style-type: none"> <li>A total of 20 hours of in-class time allocated in Health for Individuals and Communities and/or The Body and Mind in Motion</li> <li>A minimum of 2 Depth Studies</li> <li>Knowledge and understanding, and skill outcomes, to be addressed in each depth study.</li> </ul>	<b>Core Topics (90 Hours)</b> <ul style="list-style-type: none"> <li>Health in an Australian and Global Context</li> <li>Training for Improved Performance</li> </ul> <b>Depth Studies x2 minimum (30 Hours)</b> <ul style="list-style-type: none"> <li>A total of 30 hours of in-class time allocated in Health in an Australian and Global Context and/or Training for Improved Performance</li> <li>A minimum of 2 Depth Studies</li> <li>Knowledge and understanding, and skill outcomes, to be addressed in each depth study</li> <li>One depth study must be formally assessed as a school-based assessment task.</li> </ul>
Particular Course Requirements	
<p>For Year 11, where appropriate, case studies, practical application and research skills are to be integrated throughout student learning in Health for Individuals and Communities, The Body and Mind in Motion, the Collaborative Investigation and the Depth Studies.</p> <p>The Collaborative Investigation allows students to develop knowledge and skills for health and movement, manage their own learning, and become flexible, critical thinkers and problem-solvers. It encourages positive interaction, collaborative decision-making, and informed responses through speculation, critique, analysis, interpretation, and feedback</p>	



For Year 12, where appropriate, case studies and practical application are to be integrated throughout student learning in Health in an Australian and Global Context, Training for Improved Performance, and the Depth Studies.