



Stage 6

SUBJECT INFORMATION HANDBOOK





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Stage 6 Overview

ADVICE ON SUBJECT SELECTION

This handbook is designed to assist parents and students in understanding the range and nature of subjects and courses available for Stage 6 (Years 11 and 12).

It aims to support students in making informed subject choices that will best prepare them for the Higher School Certificate and their future pathways beyond school.

Students and parents often ask for advice about which subjects to take in Years 11 and 12 for the Higher School Certificate. The best advice that can be given is for students to take the subjects that they are most interested in. It follows that if a student enjoys a subject then they will be more prepared to work in that subject and spend time reading and doing homework and assignments in that subject. For any courses of possible interest, please read the relevant curriculum pages in this handbook or see the relevant course page on The HUB. Please contact the Heads of Department and/or the Careers Advisor for further information or clarification regarding possible subject choices. For general queries about the curriculum offered at Kinross Wolaroi School, or the process of subject selection, please contact either of us.

Mr Matthew Byrne

Executive Director, Learning & Wellbeing
mbyrne@kws.nsw.edu.au

Mr Trent Dyer

Director of Learning Systems and Analytics
tdyer@kws.nsw.edu.au

NESA REQUIREMENTS

To be eligible for the award of the Higher School Certificate students must have satisfactorily completed a pattern of study in Year 11 that comprises at least 12 units and, into Year 12, an HSC pattern of study comprising at least 10 units.

Both patterns must include:

- At least six units from Board Developed courses,
- At least two units of a Board Developed course in English,
- At least three courses of two unit value or greater,
- At least four subjects, and
- No more than six units of Science courses.

In addition, NESA provides us with Course Completion Criteria for Year 11 and HSC students:

“A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

A. followed the course developed or endorsed by NESA, and

B. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and

C. achieved some or all of the outcomes.”

Students wanting to change courses at a late stage (or are a late enrolment) must also complete the Course Completion Criteria. This is at the discretion of the Principal. As a guide, it will be too late to change a course after one third of Year 11 has been delivered.



Stage 6 Overview

UNIT SELECTION FOR STAGE 6

In Year 11, students are enrolled in 12 units. Most subjects are valued at 2 units and so a common pathway to complete Year 11 is for students to study six 2-unit courses. There are, however, a small number of 1-unit courses on offer: students who are good at English and/or Mathematics are able to study an additional Extension unit in these subjects, and one unit courses in Studies of Religion (SOR1), and Sport, Lifestyle and Recreation (SLR) are available for students to complement their selection to total 12 units.

In Year 12 a student is able to reduce to 11 or 10 units if they wish. If you decide to do this, it is a mandatory requirement that you make an appointment with the Director of Learning Systems and Analytics (Mr Dyer) to discuss your intentions. Additionally, a student may pick up extra Extension units in Year 12. These courses are not 'more of the same', they have philosophic underpinnings and require conceptual, higher-order thinking.

At KWS the following Extension courses are offered:

- English Extension 1 (studied in Year 11 and 12)
- English Extension 2 (in Year 12 only with English Extension 1 as a co-requisite)
- Mathematics Extension 1 (studied in Year 11 and 12)
- Mathematics Extension 2 (in Year 12 only with Mathematics Extension 1 as a co-requisite)
- History Extension (in Year 12 only with Ancient or Modern History as a co-requisite)
- French Extension (in Year 12 only with French Continuers as a co-requisite)
- Music Extension (in Year 12 only with Music 2 as a corequisite)
- Science Extension (by application with another Science course as a co-requisite)

Notes:

1. English is compulsory for the HSC and also must count for 2 units in the calculation of the ATAR. If you study more than two units of English (eg English Extension 1 or 2) your best 2 units of English will count towards your ATAR, additional units of English may also be counted towards an ATAR.
2. In addition to the subjects offered at the school, Kinross Wolaroi School uses external agencies to provide some courses of study for the Higher School Certificate, such as TAFE and Distance Education. These courses comprise a minority of any given student's pattern of study. A minority is defined as no more than four units for the Higher School Certificate. Kinross Wolaroi School can only have a total of 6 students completing a Distance Education course (excludes Languages). Students interested in studying a course by distance education must apply in writing to the DLSA. Preference will be given to students who choose a subject from this Handbook that is subsequently not offered due to insufficient numbers or miss out on their original subject selection due to a line clash (provided they are suitable candidates for distance education). TAFE course applications are due in by the end of October. These courses cost between \$2000 and \$5500 per year.
3. Each 2 unit Year 11 and HSC subject involves 120 indicative hours of course time.



Stage 6 Overview

THE HIGHER SCHOOL CERTIFICATE

For the HSC, a student does not receive a simple 'pass' or 'fail', nor do they get a single rank or mark for all courses. The HSC results are a detailed package showing the level of knowledge and skills that each student has achieved in each course.

NESA reports students' performance by standards referencing. This means that standards are pre-set for each subject in bands (1- 6), or levels of achievement. This level of achievement will be reported on the Higher School Certificate Record of Achievement, which students receive in late December. Also on this Record of Achievement will be a student's (moderated) Assessment mark, the Examination mark achieved in the external HSC exam and an HSC mark – the average of the moderated Assessment mark and the Examination mark.

For further information relating to the HSC and how it works, visit the NESA website, where there is a good summary at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/understandingresults>.

ATAR (Australian Tertiary Admissions Rank)

The Australian Tertiary Admissions Rank (ATAR) is a separate measure from the HSC. The Universities Admissions Centre (UAC) calculates the ATAR for the Universities, and it is additional to the HSC Record of Achievement provided by NESA. Entry from Year 12 into university courses in NSW and the ACT generally depends upon the ATAR achieved at the completion of the Higher School Certificate. The ATAR is a ranking, which compares students' performances across the state. To qualify for an ATAR, students need to have completed 10 units of study.

Further detail about ATAR requirements can be found in the Universities Admissions Centre (UAC) Handbook or on the UAC website www.uac.edu.au.





Stage 6 - Agriculture

AGRICULTURE

Course Description:

The study of Agriculture in Stage 6 enables students to develop an appreciation and understanding of the science behind the production and marketing of agricultural products. Through research and current examples of industry, students can apply their knowledge from previous years and life experiences to ensure they are connecting with real world agriculture.

The Agriculture course builds on students' knowledge and skills developed in the Stage 5 course but it is not mandatory to have studied Agriculture in Stage 5 in order to select it as a subject for Stage 6.

The Year 11 Course begins with an introduction as to the importance of agriculture and the analysis of agricultural production as a systems framework. This framework is used to further investigate areas of animal and plant production systems.

Why Choose This Course?

Agriculture is an incredibly interesting subject. Because of the importance of primary production across the globe, and the exceptional talent of Australian producers, we have the capacity to investigate innovative practices that improve sustainability of resources, technological advancements that have maximised outputs and minimised inputs creating higher efficiency and explore new and emerging enterprises. Agriculture is never static, it is always evolving and we are a part of that movement by creating the next generation of agricultural innovators, scientists, producers, and many more.

Main Topics Studied:

- Overview
- Plant Production
- Animal Production
- Farm Case Study
- Farm Product Study
- Farming for the 21st Century

Skills Developed:

An interest in Agriculture, skills in investigation and experimental design, academic resilience and determination. This subject has a large theory component and is enhanced by the creation of experiments to help develop students' understanding of the science behind production.

Career Paths:

Over 80% of careers can somehow be linked to Agriculture. Students studying Agriculture can diversify into many types of courses, through studying the various sciences, undertaking an industry internship, communication, business and management, nutrition, agronomy, research and many more.

There are currently 7 positions across the Agriculture Industry for every Agriculture graduate. The possibilities for forging a dynamic career are endless.



Stage 6 - History & PE

ANCIENT HISTORY

Course Description:

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander Peoples.

Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.

Why Choose This Course?

The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. It also provides the opportunity for students to entertain their curiosities about the ancient world and the people that made that world.

Main Topics Studied:

- Investigating Ancient History. Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies
- Features of Ancient Societies. Students study at least two ancient societies
- Historical Investigation

Skills Developed:

The course builds on the historical skills that students have been building in Stages 4 & 5.

The study of Ancient History will develop the students' analytical, communication, investigative and literacy skills.

Career Paths

Ancient History enables students to gain a greater understanding of a variety of cultures and experiences. As such, it is a useful subject for any career path. Ancient History students will develop transferable skills associated with the process of historical inquiry and the interplay of historical evidence and argument. These include critical literacy skills, for example interpreting, analysing and weighing evidence, synthesising evidence from a variety of sources, and developing reasoned and evidence-based arguments. The skills and knowledge acquired through the study of this subject may be further developed and employed in a variety of professions including, but not confined to, business, communication, education, journalism, political science, social sciences and the media.



BIOLOGY

Course Description:

Biology examines the structure, function, and diversity of living systems. Year 11 focuses on cellular processes, organisational systems, plants and animals, and biodiversity. Year 12 extends to heredity, evolution, homeostasis, and infectious disease. Students develop skills in scientific investigation, data analysis, and evidence-based reasoning through practical and inquiry-based learning. The course requires a high level of organisation, critical thinking, and engagement with complex biological concepts. It is suited to students seeking a rigorous academic challenge and preparation for further study and careers in science, health, and environmental fields, and biotechnology.

Why Choose This Course?

Biology is a difficult subject, however, it is also very rewarding as it develops critical thinking skills and has an engaging practical aspect. The content is interesting, as it is about humans, genetics, evolution and disease - subjects every human should understand about themselves!

Main Topics Studied:

- Module 1: Cells as the Basis of Life – Explores structure and function of cells, biochemical processes, and energy transformations
- Module 2: Cells to Systems – Investigates organisation of multicellular organisms, specialised cells, tissues, and organ systems
- Module 3: Evolution and Ecosystems – Examines the evidence and mechanisms of evolution, biodiversity, and interactions within ecosystems
- Module 4: Heredity – Explores genetic inheritance, variation, and the transmission of biological information
- Module 5: Diseases – Investigates the causes, prevention, and impacts of infectious and non-infectious diseases
- Module 6: Biodiversity – studies patterns, conservation, and the importance of biological diversity
- Module 7: Biotechnology – Applications of biological knowledge in medicine, agriculture, and environmental management

Skills Developed:

Students will consistently apply the scientific method and develop a curious, inquiry-driven mindset. Regular practice of Biology-specific skills is essential, supported by resilience, persistence, and a strong commitment to learning. Given the substantial content load, students must demonstrate discipline in mastering complex biochemical processes and applying their understanding to solve problems effectively.

Career Paths:

- Medicine (Doctor, Surgeon, General Practitioner) & Public Health and Epidemiology
- Allied Health (Physiotherapy, Occupational Therapy, Speech Pathology), Psychology, Nursing and Midwifery
- Veterinary Science and Animal Care
- Dentistry
- Pharmacy and Pharmacology
- Medical Research and Biomedical Science
- Environmental Science and Conservation
- Marine Biology and Ecology
- Biotechnology and Genetic Engineering
- Agriculture and Food Science
- Forensic Science
- Teaching and Science Education





BUSINESS STUDIES

Course Description:

Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life. Business Studies aims to develop knowledge, understanding, skills and values which enable students to make judgements about the performance of businesses in a dynamic business environment.

Why Choose This Course?

Business Studies provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher order thinking skills necessary for further education, work and everyday life.

Main Topics Studied:

The Year 11 course focuses on understanding small-to-medium enterprises (SMEs) in an Australian context. The topics include:

- Nature of Business
- Business Management
- Business Planning

Students need to be aware that, in Year 11, a major requirement is the completion of a small business plan for their own business idea.

The HSC course presents an in-depth exploration of the key business function areas through the lens of large Australian and global businesses. The topics are:

- Operations
- Marketing
- Finance
- Human Resources

Skills Developed:

- An interest in business
- A good ability in written expression
- A sound mathematical background
- The ability to do independent research
- An interest and willingness to learn how to interpret and use financial reports
- The ability to read widely
- Self-discipline, organisational skills and be able to manage their time effectively

The writing required for this subject is very structured which helps students organise their written work. The syllabus plays an important part in the course and requires students to memorise key concepts. Students do not have to study Commerce to choose Business Studies in Year 11.

Career Paths:

As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance, and human resources in large businesses. Through the analysis of contemporary business strategies, the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment in any area of business.



CHEMISTRY

Course Description:

Chemistry offers students a fascinating exploration of the substances that make up our world and the reactions that transform them. Across Years 11 and 12, students investigate atomic structure, chemical bonding, energy changes, equilibrium, acids and bases, and organic chemistry, all while developing strong analytical, practical, and problem-solving skills. Through hands-on experiments and real-world applications, Chemistry helps students understand everything from environmental science to pharmaceuticals and industrial processes. Whether you're aiming for a career in health, engineering, or research - or just want to better understand the materials around you - Chemistry provides a solid foundation and a valuable edge.

Why Choose This Course?

Chemistry is an important Science subjects and a prerequisite for many tertiary study options. As students deal with events on such a small scale, it is conceptually challenging and one of the most rewarding subjects for the HSC. Chemistry will develop critical thinking and problem-solving skills, which are transferable to many other subjects.

Main Topics Studied:

The Year 11 course incorporates the study of:

- Module 1: Properties and Structure of Matter – Students explore the structure of atoms, the periodic table, and how chemical bonding influences the properties of substances.
- Module 2: Introduction to Quantitative Chemistry – This module introduces mole calculations, chemical formulas, and balanced equations to quantify chemical reactions.
- Module 3: Reactive Chemistry – Students investigate different types of chemical reactions, including precipitation, acid-base, and redox reactions, and their practical applications.
- Module 4: Drivers of Reactions – This module examines energy changes in chemical reactions and the factors that influence reaction rates and spontaneity.

The Year 12 course incorporates the study of:

- Module 5: Equilibrium and Acid Reactions – Students study chemical equilibrium, Le Chatelier's Principle, and the nature and strength of acids and bases in various contexts.
- Module 6: Acid/Base Reactions – This module deepens understanding of pH, buffers, and titration techniques, with a focus on real-world applications.
- Module 7: Organic Chemistry – Students explore the structure, properties, and reactions of carbon-based compounds, including polymers and biomolecules.
- Module 8: Applying Chemical Ideas – This capstone module integrates analytical techniques and chemical knowledge to solve problems in industrial, environmental, and forensic contexts.

Skills Developed:

Students will build essential mathematical skills, including rearranging equations and working with scientific notation. They will consistently apply the scientific method and develop a curious, inquiry-driven approach to learning. Regular practice of chemistry-specific skills is expected, supported by resilience, persistence, and a strong commitment to academic progress.

Career Paths:

Students studying Chemistry can continue through university to careers in science or applied science, such as environmental science, marine biology, biochemistry, chemical engineering, forensic science, pharmacology, physiotherapy, veterinary surgery, and the medical professions.



Stage 6 - PDHPE

COMMUNITY & FAMILY STUDIES

Course Description:

CAFS is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Studying CAFS will assist young people to become responsible citizens who function effectively in contemporary society within their families and communities. Students who study CAFS gain valuable research skills that they can further develop in their post-school and career pathway. CAFS is a subject where students will learn valuable skills for life.

Why Choose This Course?

This course explores a diverse range of issues affecting the lives of all individuals and their unique roles in groups, families and communities. Students discover the importance of managing individual and group needs and resources to help satisfy wellbeing. In addition, CAFS allows students an opportunity to investigate a variety of groups within the community and the impact that individuals can have on the betterment of the groups, families and communities to which they belong.

Main Topics Studied:

Year 11 Course

- Resource Management - Explores how individuals and groups make decisions to improve their quality of life
- Families and Communities - Family structures and functions, and the interaction between family and community.
- Individuals and Groups - An individual's roles, relationships and tasks within and between groups.

Year 12 Course

- Research Methodology - skills culminating in the production of an Independent Research Project.
- Groups in Context - The characteristics and needs of specific community groups.
- Parenting and Caring - Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.
- Social Impact of Technology - The impact of evolving technologies on individuals and lifestyles.

Skills Developed:

The emphasis on resource management and research methodologies underpins community and family studies' content and learning experiences. Collecting, analysing and organising information provides the process by which students will conduct research. Students will also have the opportunity to use and develop skills in planning and organising activities, communication, collaboration, problem-solving, statistical analysis and technology use. Students also learn how to analyse and interpret a variety of individual and community behaviours and dynamics.

Career Paths:

Career paths that follow on from CAFS include teaching, nursing, community services care, family service, management and various research fields. Studying CAFS also provides valuable tertiary education skills.





DESIGN & TECHNOLOGY

Course Description:

Design and Technology 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. In Year 11, students complete at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course 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. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society. Supplies and materials will need to be purchased by the student depending on the projects chosen.

Why Choose This Course?

If you enjoy coming up with new ideas, or designing new or improved things, then Design & Technology is the course for you. This course is about designing for a need. That need may be to solve any problem or to fulfil any need. Project solutions will be individual and personalised to each student, vary significantly in nature and may be very simple or very complex. Projects may be a product, a system or an environment.

Main Topics Studied:

- Design theory and process.
- Inter-relationship of design technology, society and the environment.
- Design creativity and innovation.
- Skills in the application of the design process.
- Skills in research, communication and management of design.
- Knowledge and understanding of emerging technologies.

Skills Developed:

Through the development of a major project, students are able to plan, exhibit self-discipline, relate skills previously learnt to other tasks, manage their time effectively, and develop an inquisitive and creative nature. Previous experience in STEM or Industrial Technology will be advantageous but is not necessary.

Career Paths:

Students will gain skills in designing, the design process and project management through the development of a number of practical projects. Throughout the course, students will develop skills in budgeting and resource efficiency, computer-based technologies as well as workplace safety and communications. These skills and attributes are transferable to any design or innovation-based industry.





Stage 6 - Performing Arts

DRAMA

Course Description:

Drama is more than just performing - it's a powerful way to build essential life skills. This course offers students the chance to explore Drama as a creative, collaborative, and cultural artform through making, performing, and critically studying drama and theatre.

Students will participate in interactive workshops that explore improvisation, acting, group-devised performances, scripted drama, as well as elements of directing, writing, design, and production. These hands-on experiences help students think critically, communicate clearly, solve problems creatively, and work effectively with others.

Throughout the course, students will:

- Create, direct, and perform in solo and group pieces.
- Develop teamwork, interpersonal, and leadership skills.
- Learn to give and receive feedback to improve outcomes.
- Build confidence in verbal and non-verbal communication.
- Explore technical aspects such as staging, lighting, and multimedia.
- Reflect on their experiences through writing and studying plays.

Drama also supports learning in other subjects—especially English—by enhancing skills in interpretation, expression, and textual analysis. Students become more thoughtful, articulate, and engaged learners.

Research shows that students who study Drama are more well-rounded, empathetic, and confident. They gain a deeper understanding of cultural traditions, social and political contexts, and the collaborative roles of actors, directors, playwrights, designers, and technicians in theatre production.

Why Choose This Course?

Students will learn teamwork skills of listening, negotiating and communicating. This course will increase students' ability to think creatively, imaginatively and unexpectedly. Students will celebrate and explore differences and diversities, experientially. Students will learn how to give and accept feedback, and to action that feedback for greater results. Students will develop skills in improvisation and thinking on their feet. They will push boundaries to continually develop their skills and abilities.

Main Topics Studied:

- Improvisation, Play Building and Acting
- Theatrical traditions and Performance Styles
- Elements of Production in Performance

Skills Developed:

While the course builds on the skills developed in Stage 5 Drama, it also caters for students with less experience in Drama. This course isn't just for future actors - it develops future leaders, thinkers, and creators. Drama builds confidence, creativity, and communication skills that boost success in other subjects and prepare you for life.

Career Paths:

A small percentage of Drama students will enter the fields of film and theatre beyond School in a formal setting. However, they will all enter the world after School with more confidence. Drama students will be able to apply skills learnt in this course in any career that demands creative and critical thinking, teamwork, communication and organisational skills, imagination, empathy, spontaneity and resilience. The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions including, but not confined to, theatre, media, communications and community cultural development.





Stage 6 - Science

EARTH & ENVIRONMENTAL SCIENCE

Course Description:

Earth and Environmental Science invites students to explore the dynamic systems of our planet - from the depths of Earth's interior to the complexity of its atmosphere, oceans, and ecosystems. Students investigate topics such as natural disasters, climate change, renewable resources, and human impacts on Earth's systems, developing a scientific understanding of how our planet functions and changes over time. Through practical investigations and analysis of real-world data, students build skills in critical thinking, environmental monitoring, and evidence-based problem solving.

Why Choose This Course?

EES is an interdisciplinary Science - you will study topics using knowledge and skills from a wide range of science disciplines. More than any other course on offer, much of what we study is directly related to the environment in which we live and how it works. You will take away from the course an understanding of the world you are part of that will be of benefit long after you leave school. Ideal for those curious about sustainability, geology, or global environmental challenges, this course offers valuable insight into managing Earth's future.

Main Topics Studied:

- Module 1 Earth's Resources: Investigate the formation, extraction, and sustainable use of Earth's resources, including minerals, water, and fossil fuels.
- Module 2 Plate Tectonics: Explore the structure of the Earth and how plate movements shape the planet through earthquakes, volcanoes, and mountain formation.
- Module 3 Energy Transformations: Understand the role of energy in Earth's systems, including heat flow, convection currents, and the processes that drive geological and atmospheric change.
- Module 4 Human Impacts: Examine how human activities such as mining, land use, and pollution affect Earth's systems and explore strategies for sustainability.
- Module 5 Earth's Processes: Analyse how Earth's internal and surface processes, such as weathering and tectonics, interact to shape and change the environment.
- Module 5 Climate Science: Study the evidence for climate change, past and present climate systems, and the scientific models used to predict future climate scenarios.
- Module 7 Resource Management: Investigate the science behind managing natural resources sustainably, including water, energy, and soil conservation practices.
- Module 8 Ecological Sustainability: Evaluate ecosystems and biodiversity and assess environmental practices and technologies that support ecological sustainability.

Skills Developed:

Students will develop foundational mathematical skills, including solving simple equations, interpreting and constructing graphs, and working with scientific notation. They will consistently apply the scientific method and cultivate an inquisitive approach to learning. Practical scientific skills are practised regularly, requiring resilience, persistence, and a strong commitment to academic growth.

Career Paths:

The course provides the foundation, knowledge and skills required to study earth and environmental science after completing School and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.



ECONOMICS

Course Description:

The aim of Economics is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

Why Choose This Course?

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life.

Main Topics Studied:

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government and the Economy
- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies and Management

Skills Developed:

- Good ability in written expression
- A sound mathematical background
- The ability to do independent research
- The ability to reason, draw logical conclusions and engage in problem-solving activities
- An interest in economic issues
- The ability to research effectively and read widely

Career Paths:

As a subject, Economics Stage 6 is distinctive because of the range of problems and issues that it investigates and the skills that it develops. A student who has completed the Preliminary and HSC courses should have knowledge and skills enabling them to:

- Comprehend the background and implications of contemporary economic issues
- Discuss appropriate policies to solve economic problems and issues
- Understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy
- Identify fluctuations in the global and Australian economies and their likely effects on business
- Understand reasons for changes in employment patterns
- Identify, using economic thinking, appropriate strategies to protect the natural environment.

These skills provide a strong foundation for further study and careers in fields such as economics, business, finance, public policy, environmental management, and related disciplines.



Stage 6 - English

ENGLISH ADVANCED

Course Description:

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

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

Why Choose This Course?

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

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

Main Topics Studied:

- Reading to Write: Transition to Advanced English
- Narratives that Shape Our World
- Critical Study of Literature
- Texts and Human Experiences
- Textual Conversations
- Craft of Writing

Skills Developed:

- The ability to engage with complex texts that have a variety of complicated themes and ideas.
- The ability to identify a wide variety of literary techniques and discuss them in detail.
- The ability to communicate complex ideas in a concise and accessible manner.

Career Paths:

English is a compulsory subject and contributor to the ATAR. Students studying Advanced English develop sophisticated communication skills and skills of critical analysis and creative thinking which are valuable in a diverse range of professions and careers.

Interest · Ability · Opportunity

Ask yourself:

- Interest: Do I enjoy this subject?
- Ability: Am I capable of success here? Is this the right level of challenge?
- Opportunity: Does this support my options beyond school?





ENGLISH EXTENSION 1

Course Description:

The English Extension is a one unit course which provides students, who undertake Advanced English and are accomplished in their use of English, with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

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

Why Choose This Course?

Extension English is a time-intensive subject. The study of it requires students to read the texts at least twice, engage in some significant wider reading of texts which are similar to the core texts of the Module, as well as engaging in the independent research of a range of critical theories and perspectives, compile notes, analyse text, write multiple practice essays, receive feedback and edit responses as a result of the feedback, develop and refine creative writing. However, it is exceptionally rewarding in terms of the nature of the texts that are studied. It is also a prerequisite for the study of English Extension 2 in Year 12. This is an exceptionally exciting course which offers students the opportunity to compose a Major Work in a form of their choice, with a view to publication.

Main Topics Studied:

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. The course has one mandatory module: Texts, Culture and Value as well as a related research project.

Skills Developed:

The ability to engage perceptively and insightfully with more complex literary texts that have a variety of complicated themes and more abstract ideas.

The ability to identify a wide variety of literary techniques and discuss them in detail.

The ability to communicate more sophisticated and complex ideas in a concise and accessible manner.

Career Paths:

English is a compulsory subject and contributor to the ATAR. Students studying Extension English develop sophisticated, perceptive and insightful communication skills as well as skills of higher order critical analysis and conceptual creative thinking which are valuable in a diverse range of professions and careers. Universities recognise the intellectual rigour and academic status associated with achievement in the Extension English Subjects.



ENGLISH STANDARD

Course Description:

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

Why Choose This Course?

Standard English is less conceptually challenging than Advanced English. However, there is still the expectation that students read their texts, compile notes, analyse text, write practice essays, receive feedback and edit responses as a result of the feedback, develop creative writing. Some students find the texts more accessible and engaging than those studied in Advanced English. Students who choose to study Standard English will not be able to study Extension English.

Main Topics Studied:

- Reading to Write: Transition to Standard English
- Contemporary Possibilities
- Close Study of Literature
- Texts and Human Experiences
- Language, Culture and Identity
- Craft of Writing

Skills Developed:

- The ability to engage with texts that have a variety of themes and ideas.
- The ability to identify a variety of literary techniques and comment on them comprehensively.
- A sound level of competence in grammar and communication.

Career Paths:

English is a compulsory subject and contributor to the ATAR. Students studying Standard English develop important communication skills and basic skills of critical analysis. Standard English requires students to think creatively. To this end, Standard English will prepare students for a wide range of professions and careers.



Stage 6 - Languages

FRENCH CONTINUERS

Course Description:

The French Continuers course aims to develop high order competency in the French language, relating particularly to the areas of communication, cross-cultural understanding and grammar. Students should be achieving native speaker competency within the curriculum topic areas by the end of Year 12.

Having worked on developing their French in Stage 5, Year 10 students should strongly consider continuing with French for the HSC, as it not only opens doors to global opportunities but also significantly enhances their core language skills. Studying French sharpens listening through exposure to various modes such as interviews, conversations, news articles, television, film, music and history. It improves speaking by encouraging regular practice in class discussions, conversations with both teacher and other French speakers, building confidence and fluency. Reading skills are developed through engaging with a variety of texts, from short stories to news articles, which expand vocabulary and comprehension. Finally, writing is strengthened through structured exercises, creative tasks, and grammar practice, enabling students to express themselves clearly and accurately. Continuing French not only boosts academic performance but also cultivates cultural awareness and cognitive flexibility - skills that are invaluable in today's interconnected world.

Why Choose This Course?

The course is both rewarding and interesting. It opens doors to travel, meaningful intercultural experiences and a comprehensive broadening of perspectives. However, it does require hard work, commitment and a desire to understand how languages operate.

Main Topics Studied:

- Personal identity
- Family & Friends
- Sport & Leisure
- School Life & Aspirations
- Festivals & traditions, Art, culture & Entertainment
- Media and new technologies
- Youth issues
- World of work
- Environment

Skills Developed:

Students must have successfully completed French to Year 10. The course develops a keen interest in other cultures. The course also develops an ongoing dedication to learning: students will be expected to use and practise their language skills daily. An interest in grammatical structure and a commitment to vocabulary acquisition are essential.

Career Paths:

Students will develop linguistic abilities which will provide distinct advantages when seeking employment in fields such as the arts, banking, finance, politics, law, international relations, hospitality, tourism, and the food and wine industries.



Stage 6 - Social Science

GEOGRAPHY

Course Description:

Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world.

Why Choose This Course?

This course provides students with opportunities to investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and actions that can be taken to shape future society. Through fieldwork and a variety of case studies about biophysical and human geography issues, students develop their knowledge and understanding about the spatial and ecological dimensions of geography.

Main Topics Studied:

- Earth's natural systems
- People, patterns and processes
- Human-environment interactions
- Geographical Investigation
- Global sustainability
- Rural and urban places
- Ecosystems and global biodiversity

Skills Developed:

- An interest in contemporary issues
- An interest in the environment and how people live within the environment
- An awareness of basic global geography – people and places
- An ability to effectively express themselves in both essay and report form
- An ability to research issues using a range of tools
- An interest and willingness to learn how to interpret and use geographical data, maps, photos and statistics

Career Paths:

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world. Geography is a life-long interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied. There are four future focused reasons why students should study the subject of Geography:

- Geography provides knowledge of the earth and helps people to plan and make decisions about the spatial dimensions of the world
- Geography provides an intellectual challenge to reach a deeper understanding of the variable character of life on our planet
- With a strong grasp of Geography, students are well prepared to explore issues as informed citizens in a changing world
- Students of Geography develop skills and understandings transferable and applicable to the world of work.





HEALTH & MOVEMENT SCIENCE

Course Description:

Health and Movement Science draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement. While there is tremendous opportunity for good health, there are numerous conflicting influences on lifestyle, which are impacting health outcomes. In this syllabus, students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance and develop the skills to enhance movement for themselves and others throughout their lifetime.

The study of health sciences draws on epidemiology, dimensions and determinants of health, and social justice principles. This enables students to think critically about the equity, access and sustainability of health and wellbeing for individuals and communities. Health promotion is explored as a way to improve health for individuals and communities. Students investigate the United Nations Sustainable Development Goals (SDGs), which represent an ambitious vision of a healthier, more prosperous, inclusive and resilient world. The World Health Organization (WHO) views health promotion as a means to achieving the SDGs.

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

Why Choose This Course?

Studying Health & Movement Science in Year 11 and 12 helps students understand the importance of physical activity and health. It teaches them how the body works and responds to exercise, promoting a healthy and active lifestyle. Students gain valuable skills in analysing movement, improving performance, and understanding the role of nutrition and psychology in sports and health. This knowledge prepares them for careers in health, fitness, and sports, and helps them make informed choices about their own wellbeing.

Main Topics Studied:

Year 11

- Health for individuals and communities
- The body and mind in motion
- Collaboration Investigation

Year 12

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

Skills Developed:

- Collecting, analyzing and organizing information
- Communicating ideas and information
- Planning and organizing activities
- Working with others and in teams
- Using technology
- Solving problems

Career Paths:

- Exercise & Sports Science
- Health care - Rehabilitation, Nutrition
- Recreation
- Sports Administration
- Fitness Industry - Personal training, Fitness leadership, Coaching
- Teaching
- Professional sporting career
- Event Management



HOSPITALITY

Course Description:

The aim of this VET (Vocational Education & Training) course is to provide students with a range of skills and knowledge to enable them to be competent and suitable for employment in a variety of hospitality settings. This course also provides pathways for university and other tertiary study.

Why Choose This Course?

The hospitality industry is dynamic and diverse and is a major employer in Australia. An AQF accreditation is a step ahead if you are interested in working in hospitality after school. If you are unsure then the skills developed in the Hospitality course, including teamwork, personal presentation, time management, communication are valuable in all industries. You also get to cook and eat lots of interesting food and undertake a range of exciting industry excursions.

Main Topics Studied:

Year 11 and 12 Hospitality will see you complete a Certificate II in Cookery and develop your skills in

- Collaboration and teamwork
- Effective communication
- Problem solving
- Time management and prioritisation
- Attention to detail

Completing this course will provide you with:

- A nationally accredited qualification at Certificate II level
- A strong pathway to continue your studies and enhance your career opportunities
- Skills and knowledge to start your own sole trader business or work in a range of venues during a gap year or while you study

Skills Developed:

Students develop a strong work ethic, high standards of personal hygiene and personal presentation. Students who are interested in developing skills in food preparation, presentation, and service will do well, there is no need to have completed Food Technology in Stage 5. Work placement and work-ready skills are an important part of Hospitality so students need to be keen and interested in challenging themselves in a real work environment.

Career Paths:

- Students will gain an AQF (Australian Qualification Framework) Credential of either a Statement of Attainment towards or completion of SIT20421 Certificate II in Cookery
- The skills and attributes practiced throughout the course including teamwork, communication, WHS and hygiene are transferable to any industry or workforce.





INDUSTRIAL TECHNOLOGY - METAL

Course Description:

Industrial Technology is a hands-on practical course that offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgments about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry. This course has a greater emphasis on the practical project than the Design and Technology course.

Why Choose This Course?

Industrial Technology (Metal) is a versatile subject. Students will be able to engage in an area of their interest, and will gain experience and insight into industries with an emphasis on design, management and production through practical applications. Students who are driven to engage in practical hands-on experiences and projects can thrive in this subject.

Main Topics Studied:

Both the Year 11 and Year 12 Courses are organised around four sections:

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

In the Year 11 study, the content is introductory. Students undertake learning through the production of a Minor Project and folio as well as the study of an individual business in the focus area. The aim of the Year 11 Course is to prepare and equip the students with the necessary knowledge and skills to successfully complete the HSC Major Project and related folio.

Skills Developed:

Students will develop strong organisational and planning skills, alongside self-discipline and the ability to manage time effectively. They will learn to apply and transfer previously acquired skills to new and unfamiliar tasks, building adaptability and problem-solving capacity. Prior experience in Stage 5 Technologies or Industrial Technology will further support their ability to engage confidently with course content and processes.

Career Paths:

Students will gain skills in project management through the design and development of a number of practical projects. Throughout the course, students will develop skills in budgeting and resource efficiency, computer-based technologies and well as workplace safety and communications. These skills and attributes are transferable to any industry or workforce.





Stage 6 - Social Sciences

LEGAL STUDIES

Course Description:

Legal Studies is structured around key legal concepts and structures, the meaning and purpose of justice, and the legal issues that affect individuals, groups and society. In Year 11, students investigate the key processes of Australia's legal system, from its creation to the current system. In Year 12, students examine the foundations of the domestic and international legal systems, the core principles underpinning the criminal justice system and Australia's relationships with other countries. Through the selection of options, students learn about specialist fields in the law, including consumer, family, housing, workplace, and peace, conflict and the law.

Why Choose This Course?

Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level. Legal Studies provides a context for the development of higher-order thinking skills necessary for further education, work and everyday life, and a range of other employability skills.

Main Topics Studied:

Part I – The Legal System

Part II – The Individual and the Law

Part III – The Law in Practice

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

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

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options chosen from - Consumers, Global Environment & Protection, Family, Indigenous Peoples, Shelter, Workplace, World Order

Skills Developed:

- A strong ability in written expression
- The ability to do independent research
- The ability to reason, draw logical conclusions and engage in problem-solving activities
- An interest in legal issues
- The ability to research effectively and read widely

Through Legal Studies, students will develop knowledge and understanding about:

- the nature and institutions of domestic and international law
- the operation of Australian and international legal systems and the significance of the rule of law
- the interrelationship between law, justice and society and the changing nature of the law skills in investigating, analysing and communicating relevant legal information and issues interest in, and informed and responsible values and attitudes in regard to legal functions, practices and institutions.

Career Paths:

Studying Legal Studies builds foundational skills in argumentation, research, and analysis. Common career paths include practicing as a lawyer (solicitor/barrister), entering law enforcement or corrections, or pursuing roles in politics, public policy, management consulting, human relations and business administration.



Stage 6 - Mathematics

MATHEMATICS ADVANCED

Course Description:

Mathematics Advanced is a calculus-based course that forms part of a continuum to provide students with opportunities to acquire knowledge, understanding and skills in mathematical concepts at progressively higher levels and with applications in an increasing number of contexts. This course focuses on 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.

The aim of Mathematics Advanced in Years 11 and 12 is to enable students to enhance their knowledge and understanding from Stage 5 of how to work mathematically, make mathematical connections, develop their understanding of the relationship between real-world problems and mathematical models, and extend their skills to apply the language of mathematics to communicate in a concise and systematic manner

Why Choose This Course?

The Mathematics Advanced course is designed to offer opportunities to think critically and creatively about mathematical concepts. Students who have enjoyed the challenge of Mathematics often choose this subject in Stage 6. Mathematics Advanced can also open up a number of post-school pathways for students and is a prerequisite for the study of some university courses.

Main Topics Studied:

Mathematics Advanced outcomes and their related content are organised into 7 areas of study:

- Functions
- Trigonometric functions
- Sequences and series
- Calculus
- Exponential and logarithmic functions
- Statistical analysis
- Financial mathematics

Skills Required:

The Mathematics Advanced course has been structured on the assumption that students have met the majority of outcomes in Stage 5 Mathematics Advanced Pathway course. Students who have completed the Mathematics Standard Pathway should consult their subject teacher to discuss their suitability for choosing this subject.

Career Paths:

Mathematics Advanced can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.



Stage 6 - Mathematics

MATHEMATICS EXTENSION 1

Course Description:

Mathematics Extension 1 is studied alongside Mathematics Advanced and forms part of a continuum to provide students with opportunities to acquire knowledge, understanding and skills in mathematical concepts at progressively higher levels and with applications in an increasing number of contexts. Mathematics Extension 1 provides students with opportunities to learn about the interconnected nature of mathematics, its beauty and its functionality. The concepts and techniques of differential and integral calculus are the basis of the courses.

The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Extension 1 allows students to develop a thorough knowledge and understanding of and competence in further aspects of mathematics as an extension of the Mathematics Advanced 11–12 course.

The organisation of outcomes and content for Mathematics Extension 1 highlights the important role Working mathematically plays across all areas of mathematics and reflects the strengthened connections between concepts.

Why Choose This Course?

Mathematics Extension 1 is suited to those students who have a genuine interest in, and enjoy, the study of Mathematics. The study of this course can also assist in the development of a higher level of mathematical understanding that assist students to gain entry to certain tertiary courses or institutions.

Main Topics Studied:

Mathematics Extension 1 outcomes and their related content are organised into 7 areas of study:

- Functions
- Proof
- Vectors
- Trigonometric functions
- Combinatorics
- Calculus
- Statistical analysis.

Skills Required:

The Mathematics Extension 1 course is structured on the assumption that student have met the outcomes of the Stage 5 Mathematics Advanced Pathway course. A strong understanding of algebraic techniques is essential for success in this course.

Students may not study the Mathematics Extension 1 Course in conjunction with the Mathematics Standard Course.

Career Paths:

Mathematics Extension 1 can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Core Subject Advice

- If you are considering university pathways, view English, Science and Mathematics as foundational skills rather than just prerequisites.
- Most courses assume strong literacy, numeracy and analytical thinking, even when specific levels are not required.
- Choosing an appropriate level in these core subjects in Stage 6 can expand your options and support a confident transition to tertiary study.





Stage 6 - Mathematics

MATHEMATICS STANDARD

Course Description:

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. 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.

The study of Mathematics Standard in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate their ideas in a clear and logical manner.

Why Choose This Course?

Mathematics Standard 11–12 focuses on enabling students to use mathematics to make informed decisions in their daily lives. Students develop understanding and competence through real-world applications of mathematics. Student may elect to study this subject to develop their functional numeracy skills in preparation for further study or entering the workforce.

Main Topics Studied:

Mathematics Standard 11–12 outcomes and their related content are organised into 5 areas of study:

- Algebra
- Financial mathematics
- Measurement
- Networks
- Statistics.

Skills Required:

Mathematics Standard is structured on the assumption that student have met the outcomes of the Mathematics Standard Pathway in Stage 5. It is also recommended that they have a knowledge and understanding of at least some of the content covered in the Standard Pathway course.

Career Paths:

Mathematics Standard is a broad course of study that prepares students from a wide range of career options post school including those in which vocational or tertiary training is required. It can also assist in gaining entry to universities in which a minimum 2 units of Mathematics is a prerequisite.



Stage 6 - History & PE

MODERN HISTORY

Course Description:

This course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Through various sources, students study a range of people, ideas, movements, events and developments that have shaped the modern world.

Students can learn about significant moments in the late 19th and 20th century and begin to explore cause and effect, continuity and change. By studying this course students acquire skills in interpretation, communication, research, and critical analysis. They gain confidence in accessing primary and secondary sources and critiquing them for their capabilities and limitations. They develop an understanding of the events that have shaped our world. Their study extends their knowledge of the world and of cultures and gives them greater skills at assessing and evaluating the outcomes of significant events. These skills are explicitly taught and further developed through both individual and group work, with opportunities to explore areas that are of particular interest to the individual.

Why Choose This Course?

Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world. The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues, and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

Main Topics Studied:

- Decline and Fall of the Romanovs
- Meiji Japan
- Historical Investigation
- World War I
- Power and Authority in the Modern World
- National Study
- Peace and Conflict
- Change in the Modern World

Skills Developed:

The course furthers the historical skills that students have been building in Stages 4 & 5.

The study of Modern History will develop the students' analytical, communication, investigative and literacy skills.

Career Paths:

Modern History enables students to gain a greater understanding of a variety of cultures and experiences. As such, it is a useful subject for any career path. Modern History students will develop transferable skills associated with the process of historical inquiry and the interplay of historical evidence and argument. These include critical literacy skills, for example interpreting, analysing, and weighing evidence, synthesising evidence from a variety of sources, and developing reasoned and evidence-based arguments. The skills and knowledge acquired through the study of this subject may be further developed and employed in a variety of professions including, but not confined to, business, communication, education, journalism, political science, social sciences and the media.



Stage 6 - Performing Arts

MUSIC 1

Course Description:

The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after School. The course provides students with opportunities to engage in a range of musical styles and for some it may serve as a pathway for further training and employment in the music industry or in contemporary music fields.

Music notation skills are not necessary, but students are expected to perform on their primary instrument or voice. This course is heavily focused on performance and listening skills.

Why Choose This Course?

Music is dynamic and rewarding and helps students grow both personally and academically. Studying music can give a great mix of social, technical and business skills. Music doesn't just benefit students in the arts—it enhances their performance in other subjects too. Music helps build problem solving, research, planning, analytical and critical thinking skills, as well as developing creativity.

Studying music also helps develop discipline, composure under pressure, time management, communication, team and individual working ability - all gained from practice and performing. You will also learn technical skills through using software to create music. Music provides a necessary creative outlet throughout the HSC course.

Main Topics Studied:

- In the Year 11 and Year 12 Courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within a broad context of styles, periods and genres. Topics are chosen from a long list, which covers a range of styles, periods and genres. Topics may include: An Instrument and its Repertoire, Popular Music, Music for Large Ensemble, Music for Film, TV, Radio and Multimedia, Technology and its Influence on Music, Music of the 20th and 21st Centuries to name a few.
- Topics are chosen each year to cater to student needs and interests.
- Students undertake experiences in Performance, Composition, Musicology and Aural for each topic.

Skills Developed:

Students should be currently undertaking instrumental or vocal tuition for their chosen instrument. Although a theoretical understanding is not essential, students will develop skills in composition, aural skills and musicology throughout the course which will require engagement in developing their theoretical knowledge.

Career Paths:

Students studying Music 1 may go on to careers in music administration, audio engineering, music production, and music performance. Many find that music is the creative sideline to other professions that allows them to explore, create and perform. The study of music allows students to develop their capacity to manage their own learning, work with others and engage in an activity that reflects the real-world practice of performers, composers and audiences.





Stage 6 - Performing Arts

MUSIC 2

Course Description:

The aim of Music 2 is to provide students the opportunity to build on their musical knowledge and skills, and to emerge as musically sensitive and critical individuals with the capacity and desire for music to play a significant role in their lives.

Students will gain understanding of the musical concepts through the integration of experiences in performance, composition, musicology and aural.

Why Choose This Course?

Music doesn't just benefit students in the arts - it enhances their performance in other subjects too. Music helps build problem solving, research, planning, analytical and critical thinking skills, as well as developing creativity.

Studying music also helps develop discipline, composure under pressure, time management, communication, team and individual working ability - all gained from practice and performing. You will also learn technical skills through using software to create music. Music provides a necessary creative outlet throughout the HSC course.

Main Topics Studied:

- The mandatory topic for Year 11 is Music 1600 - 1900, which encompasses the Baroque, Classical and Romantic Periods. In addition, students will learn about music written between 1900 - 1945.
- The Mandatory Topic for Year 12 is Music from the Last 25 Years (Australian Focus) and individual students choose their own additional topic from a list including: Medieval Music, Renaissance Music, Baroque Music, Classical Music, Nineteenth Century Music, Music 1900-1945, Music from 1945 - Last 25 Years and Music of a Culture.

Skills Developed:

Students should be currently undertaking instrumental or vocal tuition for their chosen instrument and be at a minimum level of approximately grade 6 or 7 in Performance. Students are also required to be able to read and compose music using traditional music notation. Music is dynamic and rewarding and helps students grow both personally and academically. Studying music can give a great mix of social, technical and business skills.

Career Paths:

A percentage of Music 2 students will enter the study of Music beyond School in a formal setting. Students will be able to apply skills learnt in this course in any career that demands creative and critical thinking, teamwork, commitment, communication and organisational skills, imagination, empathy, and resilience. The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions.



PHYSICS

Course Description:

Physics is the study of matter, energy, and motion across space and time, spanning fields from nuclear physics to cosmology. It helps students develop quantitative models, identify relationships between variables, and make predictions based on observations and interconnected theories. Through studying physics, students gain insight into the complexity of the physical world and the Universe, while building skills in analysing qualitative and quantitative data. They learn to solve problems, interpret evidence, and understand abstract concepts underlying physical phenomena and emerging technologies.

Why Choose This Course?

Physics strengthens critical thinking, problem-solving, and scientific investigation skills, enabling students to evaluate reliable information and apply it to new challenges. Studying Physics will help you understand how the world and the universe work, whilst also developing mathematical and analytical abilities, enabling you to make predictions, test ideas, and explain real-world phenomena.

Main Topics Studied:

- Module 1: Fundamentals of Mechanics - Students analyse motion and events using scientific laws and models. Students will look at acceleration, velocity and the relationship between force, mass and acceleration.
- Module 2: Waves - Students will learn about the properties and behaviours of waves, including sound and light and the transfer of energy through waves.
- Module 3: Electricity and Magnetism - Students learn about electric and magnetic field interactions, laying the groundwork to further understand modern electrical technologies.
- Module 4: Advanced Mechanics - Students study projectile motion, circular motion, and motion in gravitational fields.
- Module 5: Electromagnetism - This module explores the interaction between electricity and magnetism and the interactions between the two as a way to understand motors, generators and electromagnetic induction.
- Module 6: Nature of Light - Students investigate and analyse the evidence for light being a particle or a wave and also dive into Einstein's Theory of Special Relativity.
- Module 7: Matter, Energy and the Cosmos - In this module, students analyse matter, its relationship with energy, and the roles of matter and energy in astronomical events. Students will also learn about radioactivity, nuclear energy, and Astrophysics.

Skills Developed:

Students will develop essential mathematical skills, including rearranging equations and working confidently with scientific notation. They will consistently apply the scientific method and foster a curious, inquiry-driven approach to learning. Regular practice of physics-specific skills is expected, supported by resilience, persistence, and a strong commitment to academic growth.

Career Paths:

Students studying Physics can continue through university to careers in science or applied science, such as mechanical, electrical or civil engineering, working in all aspects of building, transport, power generation and communications on Earth and in space. Physics may also be useful in a study of astronomy, business and finance.



Stage 6 - Agriculture

PRIMARY INDUSTRIES

Course Description:

HSC VET courses in the Primary Industries Curriculum Framework are made up of:

- 16 Units of competency (4 core and 12 electives)
- 240 hours
- Associated HSC mandatory and stream units of competency
- HSC elective units of competency
- HSC outcomes and content
- 70 hours of mandatory work placement requirements, 1 week for Year 11 and 1 week for Year 12.

Why Choose This Course?

Primary Production and the development of best practice, applications of technology and innovation has seen Australian farmers build a reputation for being among the best in the world. Agriculture is never static, it is always evolving and we are a part of that movement by creating the next generation of agricultural innovators across all levels of employment in primary production, manufacturing, marketing and beyond.

Main Topics Studied:

Primary Industries Curriculum Framework Stream focus areas

- Livestock health and welfare
- Plant pests, diseases and disorders.

Primary Industries Curriculum Framework HSC elective pool focus areas include

- Biosecurity, Infrastructure, Livestock, Plants, Machinery Operation and Maintenance and many more.

Skills Developed:

An interest in Primary Production and the ability to follow instructions, make good management decisions, interpret data and complete both practical and theoretical components of the course. There is a large amount of time spent ensuring students are capable across each unit and as a result students need to ensure they are responsible for the completion of booklets, online tasks and practical assessments to develop competence in this course.

Career Paths:

Over 80% of careers can somehow be linked to Agriculture and Primary Production. Students studying Primary Industries can achieve competence in units that will contribute to a Statement of Attainment towards AHC20122 Certificate II in Agriculture. This is a vital qualification for most entry level positions and can also be used to lead into students pursuing the Certificate III, IV and Diploma of Agriculture through further vocational education. A Certificate II is the start of new possibilities and career trajectories that give our students the edge they need to compete in such a dynamic marketplace.





Stage 6 Subjects

SOFTWARE ENGINEERING & ENTERPRISE COMPUTING

Both courses below are delivered via distance education through The Kings School OUTSIDE of school hours.

Software Engineering

- The study of Software Engineering 11–12 enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.
- The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.
- The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills.
- By studying Software Engineering, students gain the necessary knowledge, skills, and mindset to excel in the field of software development. They are equipped to tackle complex problems, contribute to innovative software solutions, and navigate the evolving landscape of technology.
- Studying software engineering in high school can be an excellent foundation for a career in the field. It can lead to careers in All engineering courses (excluding Civil Engineering), Machine Learning/Artificial Intelligence, Robotics/Automation/Mechatronics, Programming, Secure software development, Web Development (Front/Back End), Databases, Science degrees, Cybernetics, App development, Cybersecurity, Game design, Education, Medical/Veterinary technology, Architecture.

Enterprise Computing

- The study of Enterprise Computing 11–12 enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.
- The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.
- The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.
- By studying Enterprise Computing, students gain valuable skills, knowledge, and perspectives that prepare them for the digital-driven world and provide them with a strong foundation for pursuing careers in technology, entrepreneurship, and other related fields.
- Enterprise computing is an excellent course for students who have an interest in careers such as Data Science/Visualization, Actuaries, FinTech, Generative design, Network engineers, Database engineers, UX/UI designers, Cybersecurity, Interactive media, Internet of Things, Intelligent Systems, Science degrees, Project management, Education.



Stage 6 - PDHPE

SPORT, LIFESTYLE & RECREATION - 1 UNIT

Course Description:

The Sport, Lifestyle and Recreation is a Content Endorsed 1 Unit Course that develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity. Participation in a range of leadership activities and the opportunity to attain a range of relevant accreditations are embedded in the course.

Why Choose This Course?

It is an excellent course for those who are looking to continue their education in physical activity and enjoy being physically active themselves. The course is only offered for Year 11, and this should be taken into consideration when electing to study SLR 1.

Main Topics Studied:

Current Units being studied in Sport, Lifestyle and Recreation:

- Games and Sports Applications 1 (Global Sports)
- Fitness
- Individual Games and Sport Applications

Assessment Requirements

The Year 11 course consists of three assessment tasks these include but are not limited to:

- Logbooks
- Practical participation
- Training plans

Skills Developed:

Students will develop an understanding of key health and physical education concepts and the factors that influence participation in sport and physical activity. They will build confidence engaging in a wide range of practical activities and learning experiences, while developing teamwork, participation, and reflective skills. An interest in active involvement and a willingness to engage both practically and theoretically will support success in this course.

Career Paths:

Students who are interested in a career in sport and recreation, health, sports management, sports administration, first aid, personal training, strength and conditioning or coaching would find this subject beneficial.



Stage 6 - PDHPE

SPORT, LIFESTYLE & RECREATION 2

Course Description:

The Sport, Lifestyle and Recreation is a Content Endorsed 2 Unit Course that develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity. Participation in a range of leadership activities and the opportunity to attain a range of relevant accreditations are embedded in the course.

Why Choose This Course?

It is an excellent course for those who are looking to continue their education in physical activity and enjoy being physically active themselves. This course runs across Year 11 and Year 12.

Main Topics Studied:

The current Units being studied in Sport, Lifestyle and Recreation

Year 11

- Games and Sports Applications 1 (Global Sports)
- Fitness
- Individual Games and Sport Applications

Year 12

- Healthy lifestyle
- Games and Sports Applications 2
- Resistance Training
- First Aid/Sports Injuries

Skills Required:

Students will develop an understanding of key health and physical education concepts and the factors that influence participation in sport and physical activity. They will build confidence engaging in a wide range of practical activities and learning experiences, while developing teamwork, participation, and reflective skills. An interest in active involvement and a willingness to engage both practically and theoretically will support success in this course.

Career Paths:

Students who are interested in a career in sport and recreation, health, sports management, sports administration, first aid, personal training, strength and conditioning or coaching would find this subject beneficial.



Stage 6 - History & PE

STUDIES OF RELIGION - 1 UNIT

Course Description:

The Studies of Religion syllabus investigates the significance of the role of religion in society and, in particular, within Australian society. It recognises and appreciates the place and importance of Aboriginal belief systems and spiritualities in Australia. This syllabus enables students to progress from a broad understanding of religious traditions to specific studies within these traditions. The syllabus provides a focus on religious expression in Australia and, also, investigates religion's place within the global community. The course enables students to come to an understanding that each religious tradition has its own integrity and contributes to a well-ordered society.

Why Choose This Course?

Studies of Religion provides a learning experience that prepares students for further education and training, employment and full and active participation as citizens within society.

Main Topics Studied:

Year 11 Course

- Nature of Religion and Beliefs
- Two Religious Traditions Studies from Buddhism, Christianity, Hinduism, Islam, Judaism

Year 12 Course

- Religion and Belief Systems in Australia post-1945
- Two Religious Traditions Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism

Skills Developed:

Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners

Career Paths:

Studies of Religion enables students to gain a greater understanding of a variety of cultures and experiences. As such, it is a useful subject for any career path. Studies of Religion students will develop transferable skills associated with the process of inquiry. These include critical literacy skills and developing reasoned and evidence-based arguments. The skills and knowledge acquired through the study of this subject may be further developed and employed in a variety of professions including, but not confined to, business, communication, education, journalism, political science, social sciences and the media.



TEXTILES & DESIGN

Course Description:

Textiles and Design Stage 6 is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

Textiles and Design is a versatile subject. Students will be able to engage creatively in a textile area of their interest, and will gain experience and insight into industries with an emphasis on design, management and production through practical applications.

Students will gain skills in project management through the design and development of practical projects. Throughout the course, students will develop skills in, graphic design, illustration, textile techniques, computer-based technologies as well as workplace safety and communications. These skills and attributes are transferable to industry and the workforce.

Why Choose This Course?

Textiles and Design is a versatile subject. Students will be able to engage creatively in a textile area of their interest, and will gain experience and insight into industries with an emphasis on design, management and production through practical applications. Students who are driven to engage in practical hands-on experiences and projects can thrive in this subject.

Main Topics Studied:

- Knowledge and understanding of the functional and aesthetic requirements of textiles for a range of applications
- Practical skills in design and manipulation of textiles through the use of appropriate technologies
- The ability to apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items
- Skills in experimentation, critical analysis and the discriminatory selection of textiles for specific end-uses
- Knowledge and understanding of Australian Textile, Clothing, Footwear and Allied Industries
- An appreciation of the significance of textiles in society.

Skills Developed:

This course helps students develop planning and organisational skills, build self-discipline, improve time management, and deepen their passion for Textiles.

Career Paths:

Students will gain skills in project management through the design and development of practical projects. Throughout the course, students will develop skills in, graphic design, illustration, textile techniques, computer-based technologies and well as workplace safety and communications. These skills and attributes are transferable to industry and the workforce.





Stage 6 - Visual Arts

VISUAL ARTS

Course Description:

Students will develop knowledge, skills and understanding of how they represent their interpretations of the world in artmaking as an informed point of view. Students will also investigate a broad range of artists, designers and crafts to enable their development of art criticism and art history.

The students' Body of Work for the Higher School Certificate may explore drawing, painting, printmaking, photography, digital media, textiles and fibre, wearables, film, sculpture and performance works.

Why Choose This Course?

Visual Arts uses the creative part of our brain. That means Visual Arts will increase your skills in the workplace, where creative and innovative thinking are essential. Visual Arts broadens the mind, getting you to think about the world, and build cultural knowledge. HSC Visual Arts allows you to look at a variety of time periods, cultures, world events, politics and disasters through the powerful, emotional and memorable lens of art.

The exhibition of HSC Bodies of Work in Term 3 is a highlight of the HSC year and a chance for the artists to curate and showcase their work before it is submitted for the HSC. Visual Arts is also a lot of fun and runs a range of excursions to experience the visual arts world in Orange and beyond.

Main Topics Studied:

The Visual Arts syllabus centres around this structure as a way to interpret and explore the world:

Artist Practice: artmaking, art criticism and art history

- Conceptual Framework: artist, artwork, audience
- Frames: subjective, cultural, structural and post modern

Year 11 course

- The content of practice, conceptual framework, frames
- Making artworks in at least 2 forms eg sculpture, printmaking
- Use of a process diary VAPD
- Broad investigation of ideas in art criticism and art history

Year 12 course

- The development of a Body of Work
- Use of a process diary VAPD
- Investigation of content through at least 5 case studies in art criticism and art history

Skills Required:

Through this course, students develop strong planning and organisational skills, self-discipline, and effective time management. They also learn to apply skills previously developed in other contexts to new tasks, while building on their Visual Arts experience from Stage 5.

Career Paths:

Students will gain skills in a range of artmaking and expressive techniques. They will also learn critical and creative thinking and project management through the design and development of practical projects. These skills are transferable to industry in a wide range of careers including Architecture, Education, Art Journalism, Museum curation and exhibition and Graphic Design.





Stage 6 - English

ENGLISH EXTENSION 2 - YEAR 12 ONLY

Course Description:

English Extension 2 is a Year 12 one unit course which provides students, who undertake Advanced and Extension English, an opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with a passion for literature and a desire to pursue specialised study of English. The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

Why Choose This Course?

This is an exceptionally exciting course which offers students the opportunity to compose a Major Work in a form of their choice, with a view to publication.

Main Topics Studied:

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement. From 2027, students in English Extension 2 will also complete an external HSC examination focused on the unit: Author and Authority.

Skills Developed:

Through this course, students develop the ability to engage perceptively and insightfully with complex literary texts, exploring intricate themes and abstract ideas. They build skills in identifying and analysing a wide range of literary techniques in depth, while learning to communicate sophisticated ideas clearly and concisely. Students also develop independent research skills, enabling them to investigate concepts and select appropriate literary forms to represent their ideas.

Career Paths:

English is a compulsory subject and contributor to the ATAR. Students studying Extension 2 English independently develop sophisticated, perceptive and insightful communication skills as well as skills of higher order critical analysis and conceptual creative thinking which are valuable in a diverse range of professions and careers. Universities recognise the intellectual rigour and academic status associated with achievement in Extension 2 English.



Stage 6 - Languages

FRENCH EXTENSION - YEAR 12 ONLY

Course Description:

The French Extension course aims to enhance students' knowledge and understanding of a range of issues in contemporary French society. It will extend the students' ability to use and appreciate French as a medium for communication, creative thought and logical argument.

Why Choose This Course?

The course constitutes a bridge to authentic native speaker fluency. If a student is passionate about reaching this level of fluency and is prepared to work intensively, and consistently so, then the French Extension course may be an option for them.

Main Topics Studied:

- Cultural Diversity
- Connectedness
- Empathy

Skills Required:

Students must already be doing the Year 11 French Continuers course and achieving high marks in that course. Through this course, students develop confidence in engaging in debates and discussions in French. They build strong textual analysis and critical thinking skills, while also fostering independence through proactive reading and extended research beyond the classroom.

Career Paths:

Students will further develop their already comprehensive linguistic abilities in French and this will provide substantial advantages when seeking employment in fields such as the arts, banking, finance, politics, law, international relations, hospitality, tourism, and the food and wine industries.





Stage 6 - History & PE

HISTORY EXTENSION -YEAR 12 ONLY

Course Description:

This 1 Unit course is for students who enjoy their History and want to challenge their historical understanding. The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how a historian's context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

Why Choose This Course?

Students should choose this course if they have an interest in History. The History Extension course lays a foundation for tertiary study by raising awareness of and facilitating the transfer of higher-order thinking skills from one area of study to another.

Main Topics Studied:

- Constructing History
- Case Study
- History Project

Skills Developed:

The History Extension course is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community. It fosters the ability of students to approach complex tasks flexibly, analyse and synthesise information from a range of sources and situations, explore a range of perspectives, develop considered responses and reflect on the methodologies with which they engage.

Career Paths:

Students studying History Extension can continue through university to careers in the legal profession, business management, information technology, government service, public policy analysis and development, teaching at the primary, secondary and university levels, medicine, social work, and the ministry.



Stage 6 - Mathematics

MATHEMATICS EXTENSION 2 - YEAR 12 ONLY

Course Description:

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 previously seen such as the use of complex numbers, and the calculus of mechanics.

Why Choose This Course?

Mathematics Extension 2 is the highest level of Mathematics on offer as part of the Higher School Certificate. Students who have enjoyed the added challenge of Extension 1 in Year 11 may elect to study this option in Year 12. The study of Extension 2 may also assist in gaining entry into certain tertiary course or institutions.

Main Topics Studied:

Mathematics Extension 2 Year 12 outcomes and their related content are organised into 5 areas of study:

- Proof
- Vectors
- Complex numbers
- Calculus
- Mechanics.

Skills Developed:

The Mathematics Extension 2 course is structured on the assumption that student have met the outcomes of Mathematics Advanced Year 11 course and the Mathematics Extension 1 course.

Students may not study the Mathematics Extension 2 Course in conjunction with the Mathematics Standard 2 Course.

The study of Mathematics Extension 2 enables students to extend their knowledge and understanding of working mathematically, enhance their skills to tackle difficult, unstructured problems, generalise, make connections and become fluent at communicating in a concise and systematic manner.

Career Paths:

Mathematics Extension 2 can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.





Stage 6 - Performing Arts

MUSIC EXTENSION - YEAR 12 ONLY

Course Description:

The aim of the Music Extension course is to provide challenging and rigorous opportunities for musical and academic students to assist them in the realisation of their potential as performers, composers or musicologists.

Students have the opportunity to pursue excellence in a particular area of interest and expertise in the contexts of their choosing, in order to refine knowledge and skills associated with performance, composition or musicology.

Students will develop and expand aural awareness and understanding through their specialisation. Each student follows an individual program of study that is negotiated between the teacher and student.

Why Choose This Course?

This course is designed to extend and refine the skills of outstanding Music 2 candidates. The study of music allows for the expression of the intellect, imagination and emotion, and the exploration of values. Music fosters an understanding of continuity and change, as well as the connections between different times and cultures. Students will learn how to give and accept feedback, and to action that feedback for greater results.

Main Topics Studied:

- The mandatory topic for Year 11 is Music 1600 - 1900, which encompasses the Baroque, Classical and Romantic Periods. In addition, students will learn about music written between 1900 - 1945.
- The Mandatory Topic for Year 12 is Music from the Last 25 Years (Australian Focus) and individual students choose their own additional topic from a list including: Medieval Music, Renaissance Music, Baroque Music, Classical Music, Nineteenth Century Music, Music 1900-1945, Music from 1945 - Last 25 Years and Music of a Culture.

Skills Developed:

Skills developed will depend on each student's chosen specialisation:

- Performance: Students develop advanced instrumental or vocal technique, ensemble collaboration skills, and confidence in live performance. They refine their interpretative abilities and stage presence through regular individual practice and ensemble experience. Students should be undertaking instrumental or vocal tuition (approximately Grade 6-7 standard or higher) and be prepared to perform as part of an ensemble in their HSC program.
- Composition: Students develop creative and technical skills in composing music using traditional notation. They strengthen their ability to structure musical ideas, experiment with style and texture, and document their creative decisions through a process journal. A high level of proficiency in composition and notation is expected.
- Musicology: Students develop critical listening, analytical, and evaluative skills through the study of a wide range of musical works. They build their ability to apply the concepts of music, synthesise ideas, and communicate sophisticated arguments in extended written responses.

Career Paths:

A percentage of Music Extension students will enter the study of Music beyond school in a formal setting. Students will be able to apply skills learnt in this course in any career that demands creative and critical thinking, teamwork, commitment, communication and organisational skills, imagination, empathy, and resilience. The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions.



Stage 6 - Science

SCIENCE EXTENSION - YEAR 12 ONLY

Course Description:

Science Extension is a unique and intellectually stimulating Year 12 course designed for science loving students who have a passion for investigation and want to deepen their understanding of scientific inquiry and research. Through the study of the nature, development, and influence of science, students critically evaluate scientific literature, explore the ethical dimensions of research, and develop advanced skills in data analysis and scientific communication. The highlight of the course is an individual research project, where students design, conduct, and report on their own scientific investigation under the guidance of a mentor. Past projects have looked at Biology, Agriculture, Psychology, and Physics.

Ideal for those considering STEM pathways at university, Science Extension cultivates independence, critical thinking, and a genuine appreciation for the scientific process.

Why Choose This Course?

Science Extension is ideal for those who are curious about how science works and want to think more deeply about it. The course and the research project are an ideal preparation for university, where critical thinking and inquiry are necessary for success. Your student research project allows you to investigate an area of interest alongside a mentor with experience as a real-world researcher. You are not limited to a particular area of science for your project, it can be on anything that you want to know more about.

Main Topics Studied:

- Module 1: The Foundations of Scientific Thinking – Students explore the nature, history, and philosophy of science, examining how scientific knowledge is developed, validated, and challenged over time.
- Module 2: The Scientific Research Proposal – This module guides students through the process of identifying a research question, conducting a literature review, and designing a scientifically rigorous and ethical research proposal.
- Module 3: The Data, Evidence and Decisions – Students learn to critically evaluate data, apply statistical methods, and assess the reliability and validity of scientific evidence in real-world contexts.
- Module 4: The Scientific Research Report – In this capstone module, students conduct their own independent investigation and communicate their findings through a formal scientific report, demonstrating advanced inquiry and analytical skills.

Skills Developed:

Skills in evaluation and analysis of scientific evidence are developed throughout the Science Extension course. Additionally, skills in critical thinking, communication, independent learning, and time management will see you excel in your project and produce work of the highest quality. The skills you develop in this course will serve you well in all tertiary education opportunities.

Career Paths:

Science Extension is a great course for anyone thinking about pursuing a career in any science-related field. The scope of the course allows you to focus on an area of interest in any field of science and will help you develop critical thinking skills, and research skills and connect with real scientists already working and studying in the field.

If you are thinking of continuing your science learning after you leave school, this course will give you the skills and confidence to hit the ground running at university.





Stage 6 Subjects

TAFE, SBAT & DISTANCE EDUCATION

TAFE Courses:

Students can elect to study a TAFE course through Orange TAFE or in some circumstances online.

These courses are vocational (trade orientated) in nature and designed for students NOT considering university.

However, Board Developed courses can count towards an ATAR if a student sits the optional HSC examination.

Some courses are Board Endorsed courses -these count towards a student's HSC but are non-ATAR subjects.

TAFE courses attract an additional cost.

- An offer to a course is dependent on the number of interested students and the number of positions available. It is therefore essential that students only complete an Expression of Interest Form if they are genuinely interested in applying to a specific course. TAFE offers to courses will be released to the school in Term 4.
- TVET courses are fee paying courses and as such the school will receive an account from TAFE which will be added to your school account. The cost for the TVET course for is approximately \$3000 plus approximately \$200 per work placement fee. Additional TAFE resources that incur a fee may be necessary. These costs will need to be met by the student. Schools will be billed in early February. Please note, this is prior to classes starting.
- Enrolment in a VET Course requires a significant commitment from both parents/guardians and the student. Students and parents are asked to sign an agreement that sets out the school's requirements for students undertaking external courses.

Interested in a TAFE course - what next?

On the subject selection form, select TAFE as one of your subjects.

Once subject selections have closed, we will contact you and ascertain which TAFE course you are interested in.

You will be asked to complete an EVET Expressions of Interest form and a VET course agreement form.

KWS will lodge the application on your behalf.

If the TAFE course does not run or your application is unsuccessful, your reserve subject will be added to your pattern of study.

Distance Education:

In some cases, students are able to study a course through a distance education.

You will need to make an appointment with Mr Dyer to discuss this option.

Distance Education suits self-motivated and driven students - it is not an easy option and should be considered carefully in consultation with parents and academic staff.

SBAT (School Based Apprenticeship):

SBAT pathways may be offered to selected students after consultation with DLSA and the Executive Director Learning & Wellbeing. The Principal will review each SBAT application and have final approval.

SBATs require a strong relationship with an accredited RTO and an employer willing to take you on as an apprentice.



KINROSS WOLAROI
— SCHOOL —

Interest - Ability - Opportunity

As students go through the process of deciding on their Stage 6 pathway and the subjects they plan to study, we encourage them to consider trying to balance three important factors: interest, ability and opportunity

- Interest: Students should choose subjects they are interested in - this has been proven to drive engagement.
- Ability: Students should be honest about their abilities and challenge themselves to achieve to their very best.
- Opportunity: A subject is more than just content - what skills will it build and what future pathways will it open for you?

