

Stage 6

Subject Selection Guide



Introduction

The aim of this booklet is to give you information to help inform your decisions about the subjects you will study for your Higher School Certificate (HSC). You will have many opportunities in school to hear about, and discuss the subjects that we offer in Years 11 and 12. There are many people at school from whom you can seek advice: your teachers, the relevant Heads of Department, Head of Secondary (Academic) and the Careers Advisor. We are all here to help you make the right decisions, and you should not hesitate to speak to one of us if you would like our help.

What is the required pattern of study for completion of the HSC?

To be eligible for the award of the HSC, students are required by the NSW Education Standards Authority (NESA) to study at least 12 units in the Preliminary (Year 11) course and at least 10 units in the HSC (Year 12) course. Students must study a course that fits the following pattern:

- At least six units from NESA Developed courses
- At least two units of English.

On the following pages you will find descriptions of the subjects which are being offered for the 2027 Preliminary Year. Enquiries for further information should be directed to the relevant Head of Department or Head of Secondary (Academic). Based on the number of students who select each subject, a line pattern will be drawn up to suit the majority of students. If there are insufficient numbers of students selecting subjects, they will not run. The Principal will make this decision by considering the staffing needs of the entire school. Read the subject information carefully before entering your selection online. If you need more information, please feel free to discuss it with our Head of Secondary (Academic – Mr. Badar), Careers Advisor (Ms. Hussain) or the Head of Department of the relevant faculty.

AICS Secondary School – Heads of Departments

Islamic Studies	Sh. Abdul Aziz
English	Mr. Hamzah Qureshi
Mathematics	Mr. Shakir Ahmad
Science	Ms. Faaiza Nisha
HSIE (Stage 6)	Ms. Tayyibha Hussain
HSIE (Y7-10)	Mr. Rovindra Deo
PDHPE	Ms. Waseema Jahan
TAS	Mr. Leo Kalogeropoulos

HSC Minimum Standards

Students sitting their HSC exams will need to meet a minimum standard of literacy and numeracy to receive their Higher School Certificate. Students will show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks.



Why are courses discussed in terms of units?

A unit is the basic structure of all courses and is a measure of the time expected for a typical student to achieve the objectives and outcomes of a course. A 2-Unit subject will take approximately twice as long to complete as a 1-Unit subject. In the HSC examinations, each unit has a value of 50 marks. In a 2-Unit course, therefore, a student can gain a maximum of 100 marks; in a 1-Unit course they can gain a maximum of 50 marks.

Most courses are two units. At AICS, all students are expected to start Year 11 with six 2-Unit courses. In addition to these courses, students may study 1-Unit (Extension) courses, one in English and/or one in Mathematics, making a total of 13 or 14 units. If a student is successful studying both Extension courses, they may drop one of their 2-Unit courses, after consultation with the Head of Secondary (Academic).

1-Unit Extension courses are available in both English and Mathematics. They build on the content and skills of the 2-Unit course and require students to work beyond the standard of the 2-Unit course. A Preliminary Extension course is studied concurrently with the Preliminary 2-Unit course. An HSC Extension course is studied concurrently with, or after completing, the HSC 2-Unit course in the subject.

What is the maximum number of units I can study?

The timetable at AICS is constructed on a six-period day, ten-day cycle. This enables it to accommodate a maximum of 12 units of study. Students who undertake an Extension course in English or Mathematics may also have one timetabled lesson before or after school.

Which subjects should I choose to study?

There are four important points to bear in mind when considering which subjects to study:

- Choose subjects that interest you and that you will enjoy studying
- Choose subjects and courses in line with your level of ability.
- Choose subjects and courses that will provide the necessary background for any career paths you are considering. If you are unsure about future career possibilities, choose subjects and courses that will give you the greatest flexibility.
- Listen to the information and advice given by your teachers.
- Year 10 VET students MUST choose a VET class for one of their selections unless planning to no longer complete their CERT III.

In addition, ensure that you do the following:

- Seek your teacher's advice on whether you should be considering English Extension 1.
- If you wish to study Mathematics, ask your Maths teacher for advice on whether you should choose Mathematics or Mathematics Standard. Also ask your teacher whether you should study Mathematics Extension 1.
- Read this booklet carefully so that you are clear about the subjects and courses being offered.
- Speak to your teachers, Head of Department for the relevant subject, Head of Secondary (Academic) or Careers Advisor if you have any questions. We are here to help you.
- Read the instructions on the Online Subject Choice Form carefully to ensure that you are choosing an appropriate combination of subjects.

HSC all my own work

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing, and using ethical processes when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment. To be eligible for the HSC, students must complete HSC: All My Own Work before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses.



What percentage of my final HSC mark comes from school-based assessment?

School-based assessment tasks completed in Year 12 (commencing in Term 3 of Year 11) comprise 50 per cent of the final HSC mark. Although there is a formal assessment program for each course in Year 11, the marks do not contribute to the final HSC mark. Students will be marked on their performance in assessment tasks at regular intervals throughout each course. The final HSC examinations, which take place in October and November in Year 12, comprise the other 50 per cent. At the beginning of Year 12, students will be given an HSC Assessment Booklet that outlines all the details and requirements of the internal assessment procedure.

What is the ATAR, and how does it relate to the HSC?

NESA awards the HSC to students who have satisfactorily completed the Preliminary and HSC pattern of study outlined above. It is a standards-referenced award: for each course studied, a student is given a mark in a particular band that indicates the standard that student has reached. In a 2-Unit course, there are six bands of achievement; in an Extension course there are four bands of achievement.

The ATAR (Australian Tertiary Admission Rank) is a number between one and 99.95 that is calculated by the Universities Admissions Centre (UAC) to select university applicants. It is not a mark, but a rank that indicates a student's overall HSC achievement in relation to other students who started Year 7 together.

Although the ATAR is based on the marks students receive in their HSC courses, those marks are usually quite differently from the way they are used by NESA. They are statistically adjusted to calculate what any given student's marks would have been if all students had attempted all courses. The process is called scaling. The only purpose of the ATAR is to rank students for entry into tertiary education.

The booklet, University Entry Requirements Year 10, is published annually by the UAC for Year 10 students and explains how the ATAR is calculated. All students have received a copy during Semester 1. More information about the ranking process can be found by visiting the UAC website at www.uac.edu.au

Which subjects count towards my ATAR?

To receive an ATAR, students must complete a minimum of ten HSC units. The ATAR is calculated using:

- the two best units of English
- the next best eight units
- for VET courses to count towards the ATAR, the student must typically sit the optional HSC examination for that course



Will selecting certain subjects over others get me a higher ATAR?

The University Admissions Centre (UAC) consistently states that students should not choose courses based on perceptions of the likely effect of scaling. The scaling process is designed to allow students to choose subjects that interest them, that give them the opportunity to utilise demonstrated abilities and that will be useful to them in their future career plans. The aim of the scaling process is to ensure that students who choose subjects according to these guidelines are not disadvantaged by their choice.

What will my HSC Record of Achievement look like?

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

The HSC Testamur: This is the official certificate confirming that a student has met all requirements for the award of the Higher School Certificate (HSC).

The Record of Achievement (RoA): This lists the HSC courses completed and the results achieved in each course, including the HSC mark and performance band where applicable. Most 2-unit courses are reported out of 100 using Bands 1–6. One-unit courses such as Studies of Religion I are reported out of 50 but still use Bands 1–6, while Extension courses use the E1–E4 performance bands. The RoA also records completed Year 11 (Preliminary) courses and their results.

Course Reports: These provide more detailed information for each Board Developed HSC course, including the moderated school assessment mark, HSC examination mark and final HSC mark. For most courses, the HSC mark is the rounded average of the assessment and examination marks. The report also identifies the performance band achieved, describes the standard represented by each band and shows the statewide distribution of HSC marks for the course.

The Australian Islamic College of Sydney (AICS) offers a wide range of HSC courses, highly experienced teachers, excellent resources and facilities. You should find that, over the next two years, you will be stimulated and stretched intellectually, and develop the skills of evaluation, analysis and synthesis that will stand you in good stead for the future. If you make the most of the opportunities ahead of you at AICS, you will reach your potential and develop a strong foundation for lifelong learning. Should you encounter difficulties with any aspect of your courses, do not hesitate to contact the relevant member of staff to discuss those difficulties. We are all here to help you.

We hope that your HSC years will be challenging, enjoyable and rewarding.

Ms. Tayyibha Hussain
Y10–12 Careers Advisor

Mr. Sufyan Badar
Head of Secondary School
(Academic Leadership)



Courses in Alphabetical Order:

2 Unit Courses

- Ancient History
- Biology
- Business Studies
- Community and Family Studies
- Chemistry
- Design and Technology
- Engineering Studies
- English Advanced
- English Standard
- English Studies
- Enterprise Computing
- Food Technology
- Health Movement Science (HMS)
- Industrial Technology (Multimedia)
- Legal Studies
- Mathematics Advanced
- Mathematics Standard
- Modern History
- Physics
- Society & Culture
- Studies of Religion

1 Unit Courses

- English Extension
- Mathematics Extension
- Science Extension (Year 12 only)

VET Courses

- CERT III Business Services
- CERT III Allied Health Assistance

Course Entry Requirements:

Year 11 Courses	Entry Requirements
Biology	• Minimum 70% in Year 10 Science
Chemistry	• Minimum 70% in Year 10 Science • Minimum 70% in Year 10 Mathematics
Modern History Legal Studies	• Minimum 80% in Year 10 English
Studies of Religion	• Minimum 70% in Year 10 English
English	• English Extension 1: Minimum 85% in Year 10 English • English Advanced: Minimum 80%
Mathematics	• Standard: 50% in Mathematics Standard in Year 10 • Advanced: 80% in Mathematics Advanced in Year 10 with strong work ethic displayed (H/W) • Extension 1: 85% in Mathematics Advanced in Year 10 + superb work ethic displayed (H/W + ongoing study)
Physics	• Minimum 70% in Year 10 Science • Minimum 70% in Year 10 Mathematics

* These percentages are in relation to the Year 10 Semester 2 Examination results.

** Course entry requirements are indicative minimum benchmarks designed to guide appropriate subject selection. Meeting the stated benchmark does not automatically guarantee entry into a course, and students who fall below a benchmark may still be considered where there is evidence of demonstrated ability, strong application, teacher recommendation or other relevant circumstances.





Course Outlines



Islamic Studies **Department**

Islamic Studies

Head of Department: Sh. Abdul Aziz (abdul.aziz@aics.nsw.edu.au)

Course description

The Stage 6 Islamic Studies program aims to develop mature, reflective and purpose-driven Muslim students as they prepare for life beyond school. The program deepens students' Islamic knowledge, strengthens critical thinking, and encourages them to apply Islamic principles to contemporary and real-life situations. Through this course, students are supported to live with clarity, confidence and a strong sense of faith and purpose. Students undertake five periods of Islamic Studies lessons each fortnight.

What will students learn?

Stage 6 Islamic Studies fosters a deep, practical and spiritually enriching understanding of Islam, equipping students with the knowledge and confidence to apply Islamic principles as they prepare for adulthood.

Stage 6 Islamic Studies Major Topics				
	Term 1	Term 2	Term 3	Term 4
Year 11	Inheritance Laws in Islam. Authenticity of the Ahadeeth.	Patience, gratitude, charity, contentment, responsibility, Taqwa. Taqdeer, superstition, and the concept of Nubuwwat.	Contemporary medical issues. Islamic History	Importance of Halal wealth, honest trade, debt, deception, trade practices and interest.
Year 12	The value of the world and importance of good deeds. Isra' and Mi'raj. Mala'ikah and Jinn.	Love for Sahabah - The role models of Islam Fiqh of Contemporary Masa'il	The Qabr (Grave), Qiyamah and major and minor signs of Qiyamah.	HSC (No Islamic Studies classes)

Imamat Course

The Stage 6 Imamat Course is a voluntary program designed for students who wish to deepen their understanding of Islam and develop the knowledge and skills required to lead Salah. Students willingly dedicate their lunch breaks twice a week to participate in this enriching program, where they study the essential Fiqh of Imamah, learn the correct method of performing Salah step by step, strengthen their Qur'an recitation and Tajweed, and develop an understanding of the Khutbah and its requirements.

A key feature of the program is the opportunity for students to put their learning into practice by leading Salah among their peers. Through regular guidance, practice and participation, students build confidence, responsibility and leadership skills. Alhamdulillah, this program has been running successfully for many years, and each year we are proud to see new students develop into confident young Imams who are prepared to serve and lead their communities.





English Department

English

Head of Department: Mr. Hamzah Qureshi (hamzah.qureshi@aics.nsw.edu.au)

Why do I need to study English?

Proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners, and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students' understanding of Islamic, moral and ethical matters, and gives expression to their aspirations and ideals.

The study of English in Stage 6 develops in students an understanding of literary expression and nurtures an appreciation of aesthetic textual values. It develops skills to enable students to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy, and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical, and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

The Importance of HSC English

English is the only compulsory Stage 6 course and the only subject from which two units must contribute to the ten units that comprise a student's ATAR score.

English Standard

English Standard	ATAR: Yes	Units: 2
Exclusions: English Advanced		

Why study English Standard?

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills to enhance their personal, social, educational, and vocational lives. Students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

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.

Course Description

In the Year 11 Preliminary English Standard course, students study the following focus areas:

- Reading to write: Transition to English Standard
- Contemporary possibilities
- Close study of literature

In the Year 12 HSC English Standard course, students study the following focus areas:

- Texts and human experiences
- Language, identity and culture
- Close study of literature
- The craft of writing



Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features, and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question, and reflect opinions and perspectives.

Texts

In the Year 11 Preliminary English Standard course, students study the following texts:

- Reading to write: Transition to English Standard – A range of quality short texts across different text types.
- Contemporary possibilities – The Matrix (1999, The Wachowskis).
- Close study of literature – The 7 Stages of Grieving (1995, Wesley Enoch and Deborah Mailman).

In the Year 12 HSC English Standard course students study the following texts:

- Texts and human experiences – An Imaginary Life (1978, David Malouf)
- Language, identity and culture – The Quiet Girl (2022, Colm Bairéad)
- Close study of literature – My People (1970, Oodgeroo Noonuccal)
- The craft of writing – A range of quality short texts across different text types.

Assessment

In the Year 11 Preliminary English Standard course, students will complete the following assessments:

- A series of shorter, formative assessment tasks that consistently assess ongoing course content.
- A series of longer summative tasks that assess students after the completion of focus areas.
- A half yearly examination.
- A yearly examination.

In the Year 12 HSC English Standard course, students will complete the following assessments:

- A series of shorter, formative assessment tasks that consistently assess ongoing course content.
- A series of longer summative tasks that mirror HSC exam sections and assess students after the completion of focus areas.
- A half yearly examination.
- Two trial HSC examinations.

HSC Examination Structure

HSC English consists of two papers held over two consecutive days:

- Paper 1: Texts and human experiences (1 hour 30 mins + 10 mins reading time. 40 marks total))
 - Section 1: Unseen Texts (20 marks)
 - Section 2: Texts and human experiences essay (20 marks)
- Paper 2: Focus areas (2 hours + 5 mins reading time, 60 marks total)
 - Section 1: Language, identity and culture essay (20 marks)
 - Section 2: Close study of literature essay (20 marks)
 - Section 3: The craft of writing – imaginative, discursive, persuasive and reflective writing (20 marks)



English Advanced

English Advanced	ATAR: Yes	Units: 2
Exclusions: English Standard		

Why study English Advanced

English Advanced provides students the opportunity to refine their understanding of the dynamic relationship between language, texts and meaning through critical study, and the skilful and creative use of language forms, language features, and structures of texts composed for different purposes in a range of contexts. Students develop the knowledge to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

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

- use clear written and verbal communication skills for a range of purposes and audiences
- seek and evaluate information and arguments to inform their understanding of ideas
- make inferences about the intention and meaning of language based on context
- confidently express personal experiences and opinions and develop knowledge and skills as independent learners.

Course Description

In the Year 11 Preliminary English Advanced course, students study the following focus areas:

- Reading to write: Transition to English Advanced
- Narratives that shape our world
- Critical study of literature

In the Year 12 HSC English Advanced course, students study the following focus areas:

- Texts and human experiences
- Textual conversations
- Critical study of literature
- The craft of writing

The English Advanced 11–12 Syllabus is designed for students who have a particular interest and ability in a subject that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse, evaluate and respond imaginatively and critically to literary texts drawn from a range of contexts and cultures, including literature from the past and present and from Australia. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing world.

Texts

In the Year 11 Preliminary English Advanced course, students study the following texts:

- Reading to write: Transition to English Advanced – A range of quality short texts across different text types.
- Narratives that shape our world – *Severance* (2022, Dan Erickson).
- Critical study of literature – *The Tempest* (1611, William Shakespeare).

In the Year 12 HSC English Advanced course students study the following texts:

- Texts and human experiences – *An Imaginary Life* (1978, David Malouf)
- Textual conversations – *Hamlet* (1601, William Shakespeare) and *The Complete Poems* (1924, Emily Dickinson)
- Critical study of literature – *Pride and Prejudice* (1813, Jane Austen)
- The craft of writing – A range of quality short texts across different text types.



HSC Examination Structure

HSC English consists of two papers held over two consecutive days:

- Paper 1: Texts and human experiences (1 hour 30 mins + 10 mins reading time, 40 marks total)
 - Section 1: Unseen Texts (20 marks)
 - Section 2: Texts and human experiences essay (20 marks)
- Paper 2: Focus areas (2 hours + 5 mins reading time, 60 marks total)
 - Section 1: Textual conversations essay (20 marks)
 - Section 2: Critical study of literature essay (20 marks)
 - Section 3: The craft of writing - imaginative, discursive, persuasive and reflective writing (20 marks)



English Extension 1 & 2

English Extension	ATAR: Yes	Units: 1 or 2
Exclusions: English Standard		
As these courses are designed for students with a genuine desire to pursue a specialised study of English, entry to them will be at the discretion of the Head of English, head of Secondary (Academics) and Principal.		

Why study English Extension 1 or 2

English Extension 1: English Extension 1 is for high-achieving English Advanced students who want to explore literature at a deeper, more conceptual level. Students engage with complex texts, develop critical and creative thinking, conduct independent research, and investigate how literature both shapes and reflects culture and different interpretations of the world.

English Extension 2: English Extension 2 is a specialised course for accomplished English students who want to take greater ownership of their writing. Students develop an original Major Work, applying research, experimentation and sophisticated language skills to create an extended composition while developing their own authorial voice and deeper understanding of literature.

Organisation of courses

The organisation of focus areas, outcomes and content for English Extension 11–12 highlights the interdependence of knowledge, understanding and skills in the subject, and the recursive way in which they are developed.

Students develop knowledge, understanding and skills through the following focus areas:

English Extension Year 11

- Texts, culture and value (and the Related research project)

English Extension 1 Year 12

- Literary worlds (including ONE elective option)

English Extension 2 Year 12

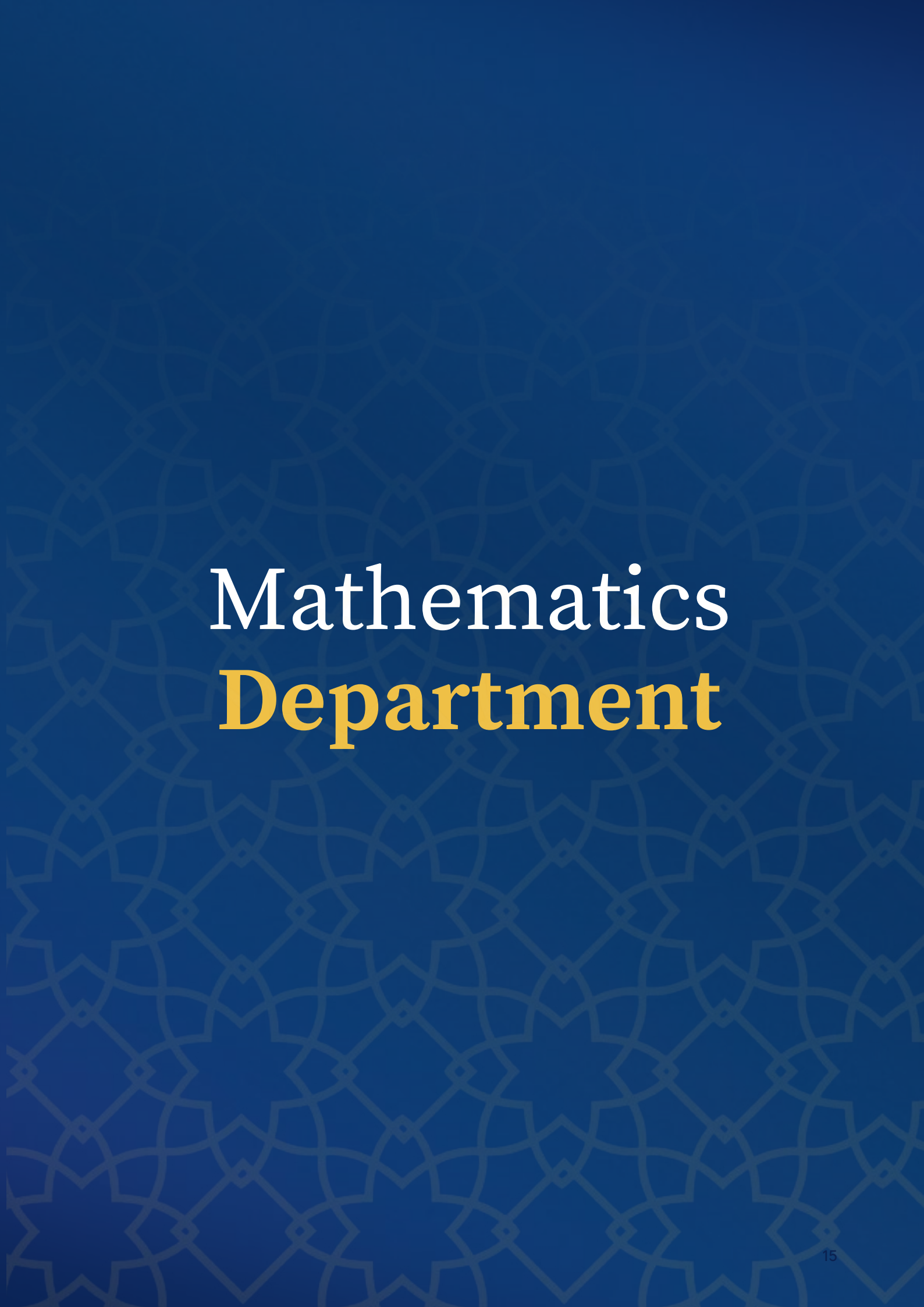
- Author and authority
- Major work

HSC Exam Structure

English Extension 1: The HSC exam is a 2-hour online examination worth 50 marks, with 10 minutes reading time. It has two equal sections: Literary Worlds (25 marks), requiring a critical and/or creative response to stimulus or unseen material; and Electives (25 marks), requiring a sustained critical response based on prescribed and related texts.

English Extension 2: The HSC assessment combines a 40-mark online examination with a 20-mark Major Work, with the Major Work converted to contribute 60 marks, making 100 marks overall. The online exam is 1 hour 30 minutes plus 10 minutes reading time and consists of Author and Authority (20 marks) and Author Study (20 marks), both requiring critical and/or creative responses. The Major Work allows students to independently develop and submit an extended composition in one of seven forms.





Mathematics **Department**

Mathematics

Head of Department: Mr. Shakir Ahmad (shakir.ahmad@aics.nsw.edu.au)

Mathematics Advanced

Mathematics Advanced	ATAR: Yes	Units: 2
Important note: The University of Sydney has reintroduced prerequisites from 2019 onwards for a range of courses, including Economics, Commerce, Engineering and IT, Psychology, Pharmacy, Veterinary Science and Science. Entry into these courses at the University of Sydney will require students to meet the ATAR for their chosen course and to have achieved a Band 4 result in Mathematics Advanced (or better).		

What background knowledge do I need to study Mathematics?

Your Year 10 Mathematics teacher can advise to what degree you have demonstrated that you are able to:

- apply mathematics without guidance
- communicate effectively using appropriate mathematical language and notation
- use a range of strategies to solve problems
- solve unfamiliar problems

A successful Mathematics Advanced (2 Unit) student will have demonstrated most, if not all, of these skills during Year 10.

Why study Mathematics?

This course will consolidate and extend your reasoning ability in a broad range of mathematical contexts. You will apply mathematical techniques to the solution of practical problems.

Course Description

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of Mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require more substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering, should undertake the Extension 1 or Extension 2 courses.

Main Topics Covered

Preliminary Course

- Working with functions
- Graph transformations
- Trigonometry and measure of angles
- Trigonometric identities and equations
- Introduction to differentiation
- Exponential and logarithmic functions
- Probability and data

HSC Course

- Further graph transformations and modelling
- Differential calculus
- Integral calculus
- Applications of calculus
- Sequences and series
- Random variables
- Financial mathematics

Course Requirements

You will need to maintain your level of knowledge and skills from both Preliminary and HSC sections of the course because the HSC assessments and examination will cover both sections of this course.

HSC Examination Structure

Examination consists of two sections: Section 1 – 10 marks MCQ, Section 2 – 90 marks SAQ.

How is Mathematics relevant to tertiary studies and career choice?

The three related Mathematics courses (Mathematics Advanced, Mathematics Extension 1, and Mathematics Extension 2) provide a grounding in several strands of mathematics including calculus. Science-related tertiary courses also involve the study of calculus. If you elect such a tertiary course without having studied the Stage 6 Mathematics calculus course, you will be required to undertake a bridging course.



Mathematics Extension 1

Mathematics Extension	ATAR: Yes	Units: 1
Exclusions: Mathematics Standard		

What background knowledge do I need to study Mathematics Extension 1?

Your Year 10 Mathematics teacher can advise to what degree you have demonstrated that you are able to:

- apply mathematics without guidance
- communicate effectively using appropriate mathematical language and notation
- use a range of strategies to solve problems
- solve unfamiliar problems.

Compared to the Mathematics Advanced (2 Unit) Course, achieving success in the Extension 1 Course is more likely for those girls who have demonstrated all, rather than most, of the above during Year 10.

Why study Mathematics Extension 1?

This course will consolidate and extend your reasoning ability in a broad range of mathematical contexts. You will apply mathematical techniques to the solution of practical problems. You will have an opportunity to demonstrate a superior level of communication by mathematical notation and logical argument.

Course Description

The content of this course, which includes the whole of the Mathematics Advanced (2 Unit) course, and its depth of treatment, indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics. Further, it is intended to service students who are interested in disciplines where a more sophisticated level of mathematical skills and ideas is required. The course is intended to give these students a thorough understanding of and competence in, aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in Science, Industrial Arts and Commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 HSC course which begins in Term 4 of Year 11.

Preliminary Course

- Further work with functions
- Polynomials
- Further trigonometry
- Permutations and combinations
- The binomial theorem

HSC Course

- Proof by mathematical induction
- Introduction to vectors
- Inverse trigonometric functions
- Further calculus skills
- Further applications of calculus
- The binomial distribution and sampling distribution of the mean



Course Requirements

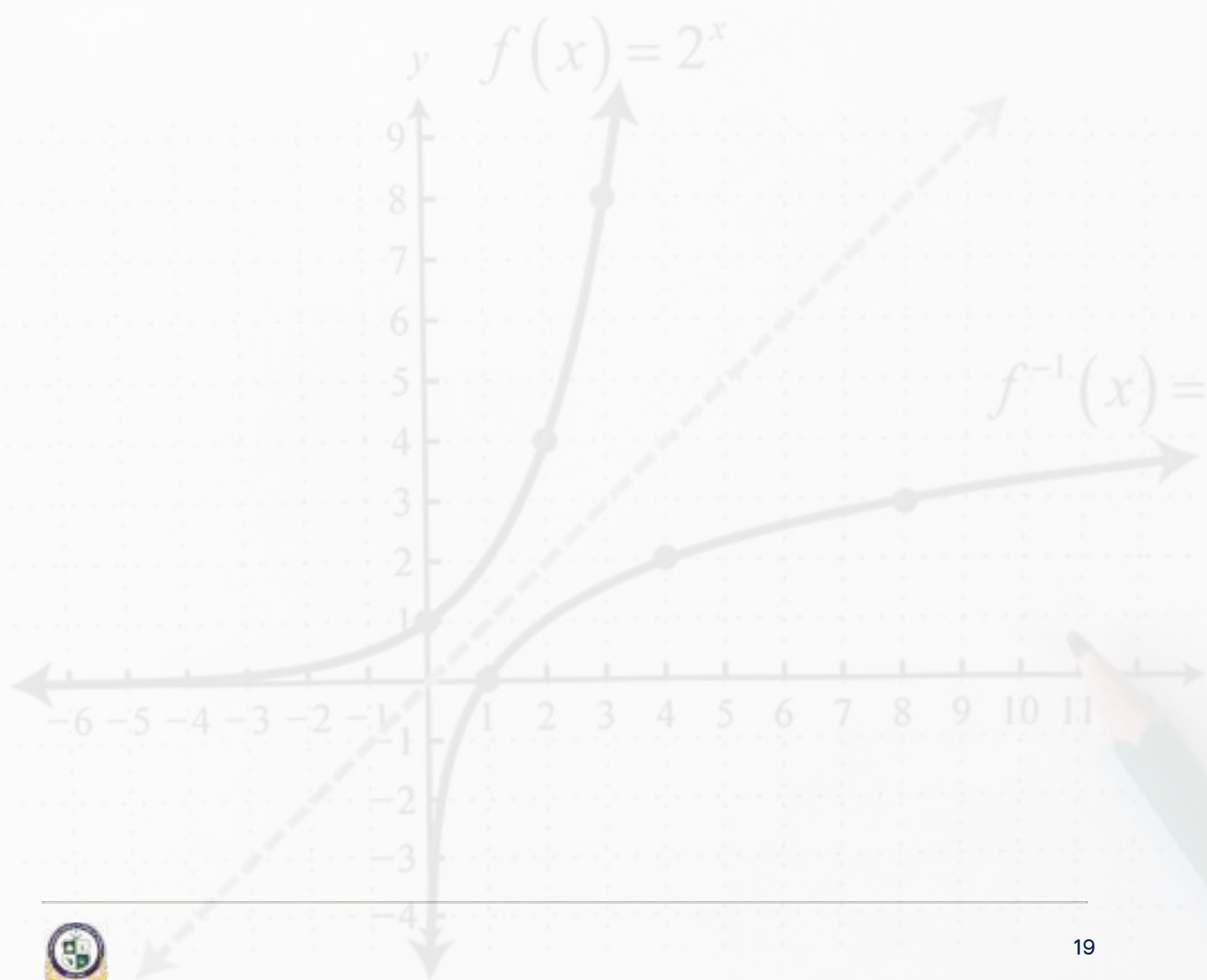
You will need to maintain your level of knowledge and skills from both Preliminary and HSC sections of the course because the HSC assessments and examination will cover both sections of the course.

HSC Examination Structure

Examination consists of two sections: Section 1 – 10 marks MCQ, Section 2 – 60 marks SAQ.

How is Mathematics Extension 1 relevant to tertiary studies and career choice?

The three related Mathematics courses provide a grounding in several strands of mathematics including calculus. Science-related tertiary courses also involve the study of calculus. If you elect such a tertiary course without having studied the Stage 6 Mathematics calculus course, you will be required to undertake a bridging course.



Mathematics Standard 2

Mathematics Standard 2	ATAR: Yes	Units: 2
Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.		

What background knowledge do I need to study Preliminary Mathematics Standard and HSC Mathematics Standard 2?

This new course is constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7 to 10 syllabus up to, and including, the content and outcomes of the CORE stream.

Why study Preliminary Mathematics Standard and HSC Mathematics Standard 2?

The purpose of the course is to provide an appropriate mathematical background for students who wish to enter occupations that require the use of a variety of mathematical and statistical techniques. The opportunities for creative thinking, communication, and contextualised problem-solving assist students in finding solutions for the broad range of problems encountered in life beyond secondary schooling.

Course Description

Preliminary Mathematics Standard focuses on mathematical skills and techniques which have direct application to everyday life. However, this is a general statement, and may not necessarily apply to all topics. There is a significant amount of Algebra involved, and as stated above, the course is designed for students who studied and achieved good marks in Years 7-10. Since Mathematics is optional in the HSC, this course is designed for students who like Maths well enough to choose to do it at a higher level in the HSC. The assumption is that anyone who willingly chooses to do Maths for their HSC must have done so because Maths is one of their strengths.

Main Topics Covered

Mathematics Standard Preliminary Course

- Formulas and equations
- Linear relationships
- Earning money
- Managing money
- Applications of measurement
- Time and location
- Networks, paths and trees
- Data analysis

Mathematics Standard 2 HSC Course

- Algebraic relationships
- Investment
- Depreciation and loans
- Right-angled triangles
- Ratios and rates
- Bivariate data analysis
- Relative frequency and probability

Course Requirements

You will need to maintain your level of knowledge and skills from both Preliminary and HSC sections of the course because the HSC assessments and examination will cover both sections of the course.

HSC Examination Structure

Examination consists of two sections: Section 1 – 15 marks MCQ, Section 2 – 85 marks SAQ

The course provides a strong foundation for vocational pathways, in the workforce and in further training, and for university courses in the humanities, business, nursing and paramedical sciences.





Science Department

Science

Head of Department: Ms. Faaiza Nisha (faaiza.nisha@aics.nsw.edu.au)

Biology

Biology	ATAR: Yes	Units: 2
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What background knowledge do I need to study Biology?

Years 7 to 10 Science. Students are highly recommended to have achieved at least 70% in Year 10 Science.

Why study Biology?

Biology develops students' understanding of living things, from the molecular level to complex organisms and ecosystems. Students explore how biological knowledge is used to understand health, disease, biodiversity, biotechnology and sustainability. The course also develops practical investigation, data-analysis, problem-solving and scientific communication skills.

Course structure:

Year 11: Cells as the Basis of Life; Cells to Systems; Evolution and Ecosystems; Depth Studies and Working Scientifically.

Year 12: Heredity; Diseases; Biodiversity; Biotechnology; Depth Studies and Working Scientifically.

Course Description

Biology explores the diversity of living things and the interactions, interrelationships and changes that occur within biological systems. Students investigate cell structure and function, the organisation of multicellular organisms, evolution, ecosystems, heredity, disease, biodiversity and biotechnology.

Through practical investigations, fieldwork, data analysis and scientific communication, students develop the knowledge and Working Scientifically skills needed to understand health, sustainability and the changing natural world.



Main topics covered:

Year 11 focus areas

- **Cells as the Basis of Life:** Students investigate how cell structures enable the biological processes required for life.
- **Cells to Systems:** Students examine how cells, tissues, organs and systems contribute to the functioning of complex multicellular organisms.
- **Evolution and Ecosystems:** Students explore evolutionary processes, interactions within ecosystems and the evidence used to explain biological diversity.

Year 12 focus areas

- **Heredity:** Students investigate reproduction, inheritance and the transmission of genetic information.
- **Diseases:** Students examine the causes and effects of disease, together with strategies for prevention and management.
- **Biodiversity:** Students analyse changes in ecosystems and strategies used to conserve biodiversity.
- **Biotechnology:** Students evaluate the application of biotechnology in medicine, agriculture and biodiversity conservation.

Is there any practical work?

Yes. Students undertake practical investigations, fieldwork and Depth Studies throughout the course.

HSC examination structure:

Three-hour paper.

- Section I – Objective-response (multiple choice) questions. (20 marks)
- Section II – 20 to 25 items. At least two items will be worth 7 to 9 marks. (80 marks)

How is Biology relevant to tertiary studies and career choices?

The study of Biology provides a valuable foundation for further study and careers in medicine, nursing, allied health, environmental science, biotechnology, agriculture, research and education. It also develops transferable skills in scientific investigation, data analysis, critical thinking and problem-solving.



Chemistry

Chemistry	ATAR: Yes	Units: 2
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What background knowledge do I need to study Chemistry?

Years 7 to 10 Science. Students are highly recommended to have achieved at least 70% in Year 10 Science and Mathematics.

Why study Chemistry?

Chemistry explores the structure, composition, and reactions of and between all elements, compounds and mixtures that exist in the universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. It increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry are often the unifying link between interdisciplinary studies.

Course structure:

Preliminary: Modules 1 – 4 plus a Depth Study

HSC: Modules 5 – 8 plus a Depth Study

Throughout the course, students focus on Working scientifically which includes questioning and predicting, planning investigations, conducting investigations, processing data and information, analysing data and information, problem solving, and communicating.

Preliminary

Module 1: Properties and Structure of Matter Matter can be either pure substances with distinct measurable properties (e.g., melting, and boiling points, reactivity, strength, density) or mixtures with properties that are dependent on the identity and relative amounts of the substances that make up the mixture.

Module 2: Introduction to Quantitative Chemistry Chemists quantify reactions to make predictions about yields and communicate to specific audiences for specific purposes. Using the mole concept, students select and use appropriate mathematical representations to solve problems, make predictions and calculate the mass of reactants and products.

Module 3: Reactive Chemistry Chemical reactions involve the creation of new substances and associated energy transformations, which are commonly observable as changes in the temperature of the surroundings and/or the emission of light. These reactions are harnessed and controlled by chemists to produce substances that lead to the development of useful products.

Module 4: Drivers of Reactions Students examine the relationship between enthalpy and entropy in calculating the Gibbs free energy and examine the roles that enthalpy and entropy play in the spontaneity of reactions. They learn that all chemical reactions involve the creation of new substances and associated energy transformations, commonly observed as changes in temperature of the surrounding environment and/or emission of light.



Year 12 Content

Module 5: Equilibrium and Acid Reactions Chemical systems may be open or closed. They include physical changes and chemical reactions that can result in observable changes to a system. Students study the effects of changes in temperature, concentration of chemicals and pressure on equilibrium systems, and consider that these can be predicted by applying Le Chatelier's principle. Students also analyse the quantitative relationship between products and reactants in equilibrium reactions to determine an equilibrium constant. From this calculation, they predict the equilibrium position, either favouring the formation of products or reactants in a chemical reaction. Students make reliable predictions by comparing equilibrium calculations and equilibrium constants to determine whether a combination of two solutions will result in the formation of a precipitate.

Module 6: Acid/Base Reactions Students analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the many chemical reactions of acids. Acids react in particular ways to a variety of substances. These reactions follow a pattern that students identify and explore in detail. Acids and bases, and their reactions, are used extensively in everyday life and in the human body. The chemistry of acids and bases contributes to industrial contexts and the environment. Therefore, it is essential that the degree of acidity in these situations is continually monitored. By investigating the qualitative and quantitative properties of acids and bases, students learn to appreciate the importance of factors such as pH and indicators.

Module 7: Organic Chemistry Current and future applications of chemistry include techniques to synthesise new substances – including pharmaceuticals, fuels, and polymers – to meet the needs of society. Each class of organic compounds displays characteristic chemical properties and undergoes specific reactions based on the functional groups present. These reactions, including acid/base and oxidation reactions, are used to identify the class of an organic compound. By considering the primary, secondary and tertiary structures of organic materials, students gain an understanding of the properties of materials – including strength, density, and biodegradability – and relate these to proteins, carbohydrates, and synthetic polymers.

Module 8: Applying Chemical Ideas The identification and analysis of chemicals is of immense importance in scientific research, medicine, environmental management, quality control, mining, and many other fields. Students investigate a range of methods used to identify and measure quantities of chemicals. They investigate and process data involving the identification and quantification of ions present in aqueous solutions. This is particularly important because of the impact of adverse water quality on the environment. Students deduce or confirm the structure and identity of organic compounds by interpreting data from qualitative tests of chemical reactivity and determining structural information using proton and carbon-13 nuclear magnetic resonance (NMR) spectroscopy.

Is there any practical work?

Yes. It is expected that 35 hours of practical work will be undertaken, including the Depth Study.

HSC examination structure:

Three-hour paper (a data sheet, formulae sheet and Periodic Table will be provided). Equal weighting given to Modules 5 to 8.

Section I – Objective-response questions. (20 marks)

Section II – 20 to 25 items. At least two items will be worth 7 to 9 marks. (80 marks)

How is Chemistry relevant to tertiary studies and career choices?

The course provides the foundation knowledge and skills required to study chemistry after completing school and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses, and will continue to address, our energy needs and uses, the development of new materials, and sustainability issues as they arise.



Physics

Physics	ATAR: Yes	Units: 2
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What background knowledge do I need to study Physics?

Years 7 to 10 Science. Students are highly recommended to have achieved at least 70% in Year 10 Science and Mathematics.

Why study Physics?

Physics develops students' understanding of matter, motion and energy across space and time. Students use observations, mathematical models, practical investigations and data analysis to explain physical phenomena and solve problems. The course provides a strong foundation for further study in science, engineering, medicine and technology.

Course structure:

Year 11: Fundamentals of Mechanics; Waves; Electricity and Magnetism; Depth Studies and Working Scientifically.

Year 12: Advanced Mechanics; Electromagnetism; Nature of Light; Matter, Energy and the Cosmos; Depth Studies and Working Scientifically.

Course description:

Physics explores matter, motion and energy across space and time. Students develop quantitative models, solve problems, analyse data and conduct scientific investigations to understand physical phenomena ranging from motion, waves and electricity to light, electromagnetism and the nature of the Universe.

Main topics covered:

Year 11 focus areas

- Fundamentals of Mechanics: Students investigate motion, forces, energy and momentum using observations, measurements and mathematical models.
- Waves: Students explore the properties and behaviour of waves, including sound and other wave phenomena.
- Electricity and Magnetism: Students investigate electric circuits, fields, magnetism and the transfer and transformation of energy.

Year 12 focus areas

- Advanced Mechanics: Students apply models and mathematical relationships to analyse complex motion.
- Electromagnetism: Students examine relationships between electricity and magnetism and their technological applications.
- Nature of Light: Students explore changing scientific models used to explain the behaviour and nature of light.
- Matter, Energy and the Cosmos: Students investigate matter, energy and the development of scientific understanding of the Universe.

Is there any practical work?

Yes. Students undertake practical investigations and Depth Studies throughout the course.

HSC examination structure:

Three-hour paper (a data sheet, formulae sheet and Periodic Table will be provided). Equal weighting given to Modules 5 to 8.

- Section I – Objective-response questions. (20 marks)
- Section II – 20 to 25 items. At least two items will be worth 7 to 9 marks. (80 marks)

How is Physics relevant to tertiary studies and career choices?

The study of Physics provides a strong foundation for further study and careers in science, engineering, medicine, technology, aviation, computing and research. The course also develops transferable skills in critical thinking, mathematical modelling, problem-solving and data analysis.



Science Extension

Year 12 only	ATAR: Yes	Units: 1
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What background knowledge do I need to study Science Extension?

Science Extension is a Year 12 course for highly capable and motivated Science students. Students must have completed Year 11 Biology, Chemistry or Physics and must continue studying at least one of these courses in Year 12. Entry is subject to demonstrated academic ability and approval by the Head of Science.

Why study Science Extension?

Science Extension allows students to investigate an area of scientific interest in considerable depth. Students develop advanced skills in scientific research, critical thinking, data analysis, academic writing and scientific communication. The course is particularly suitable for students considering further study and careers in science, medicine, engineering, health, technology or research.

Course description:

Science Extension is a one-unit Year 12 course focused on scientific research. Students examine how scientific evidence is generated, analysed, evaluated and communicated. A major component of the course is the development of an individual Scientific Research Report.

Main areas covered:

Students study the foundations of scientific thinking, research methods, data and evidence, statistical analysis, evaluation of scientific claims and scientific communication. Students formulate an individual research question and complete a Scientific Research Report using appropriate scientific methods and conventions.

How is Science Extension relevant to tertiary studies and career choices?

Science Extension provides valuable preparation for university courses involving research, laboratory work, data analysis and scientific communication. It supports pathways in science, medicine, engineering, health sciences, biotechnology, technology and scientific research.





HSIE Department

Human Society and its Environment (HSIE)

Stage 6 Head of Department: Ms. Tayyibha Hussain (tayyibha.shahid@aics.nsw.edu.au)

Business Studies

Business Studies	ATAR: Yes	Units: 2
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What background knowledge do I need to study Business Studies?

There is no requirement to study Commerce in Years 9 to 10. There is also no mathematical requirement for Business Studies, however it is assumed that students have some mathematical knowledge. If you continue with Business Studies at university, However, it is assumed the student has an interest in business.

Why study Business Studies?

Business activity is a feature of everyone's life. As consumers and producers, employees, employers or self-employed, savers and investors, and as importers and exporters, people throughout the world engage in a web of business activities to design, produce, market, deliver and support a range of goods and services.

Business Studies focuses on areas and perspectives ranging from the planning of a small business to the broader roles of management, operations, finance, human resources and marketing.

Business case studies and contemporary business issues are embedded in the course to provide a stimulating and relevant framework for students to apply theoretical concepts encountered in the business environment.

Students completing this course will develop general and specific skills including research, analysis, problem solving, decision making, critical thinking and communication.

Course description:

Each topic in the syllabus addresses the nature and role of business, internal and external influences on business, the functions and processes of business activity and management strategies and their effectiveness. The Preliminary course examines the above with a focus on small-medium enterprises whereas, in the HSC course, the focus is on large businesses that operate on a global scale.

Main topics covered:

Preliminary Course

- | | |
|-----------------------|--------------------|
| ◦ Nature of Business | 20% of course time |
| ◦ Business Management | 40% of course time |
| ◦ Business Planning | 40% of course time |

HSC Course

- | | |
|-------------------|--------------------|
| ◦ Operations | 25% of course time |
| ◦ Marketing | 25% of course time |
| ◦ Finance | 25% of course time |
| ◦ Human Resources | 25% of course time |



Course requirements:

In the Preliminary course there is a research project, involving the preparation of a business plan.

HSC examination structure:

Students sit for a three-hour written examination. The paper is divided into the following sections:

• Section I	Multiple-choice questions	20%
• Section II	Short-response questions	40%
• Section III	Business report	20%
• Section IV	Extended Response	20%

How is Business Studies relevant to tertiary studies and career choice?

The major universities teach aspects of Business Studies in their business and commerce degrees. Students can enter the business world and pursue careers in accounting, banking and finance, business law, taxation, industrial relations, international business, marketing, tourism, hospitality management and human resource management.



Legal Studies

Legal Studies	ATAR: Yes	Units: 2
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Why study Legal Studies?

Students study Legal Studies because it helps them to think critically on the role of law and legal institutions in society. This is achieved through a review of selected legal rules, institutions and processes at the domestic and international level, a demystification of terminology and a focus on change, effectiveness, dispute resolution and justice.

The syllabus is much more than teaching students about the law and legal processes. Students are expected to be able to question, investigate and support a point of view based on evidence. They collect this evidence from an analysis of a wide range of texts, documents, cases, legislation and also a wide variety of media sources.

Legal Studies develops students' knowledge, understanding and 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 citizens at the local, national and international level.

What issues and concepts are covered in Legal Studies?

These may include the legal system and sources of law, the powers of the state, the rights of groups such as the disabled, women, migrants, criminal law, human rights and family law.

Course description:

Legal Studies provide students with knowledge and understanding about:

- the general nature, functions, systems, processes, and institutions of domestic and international law
- the operation and dimensions of the Australian and international legal systems and the importance of the rule of law
- how changes in societies influence change and reform in the law
- access to, and participation in, the legal system and methods of dispute resolution.

And develops skills in:

- investigating, analysing and synthesising legal information and issues from a variety of perspectives
- communicating legal information and issues using appropriate forms.

As well as developing an interest in, and informed and responsible values and attitudes about, legal functions, practices and institutions.



Main topics covered:

Preliminary Course

- Topic One: Investigating the Law
- Topic Two: Disputes under the Law
- Topic Three: Changing the Law - Law Reform
- Topic Four: Experiences with the Law - Young People and People with Mental Conditions.

HSC Course

- Topic One: The Criminal Justice System (Core)
- Topic Two: International Relations and Human Rights (Core)
- Topic Three: Consumer Law
- Topic Four: Family Law

Key concepts incorporated across all areas:

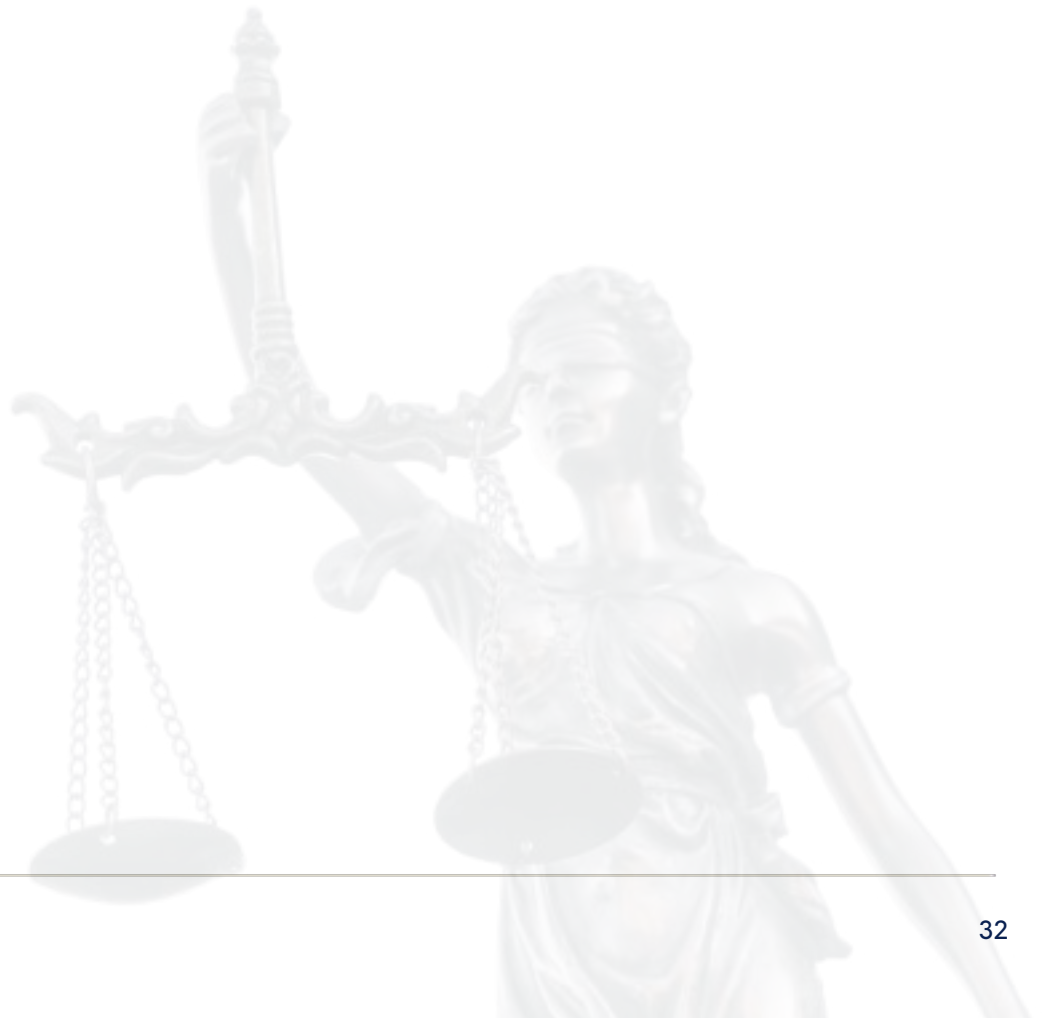
Justice; law and society; continuity and change; culture; values and ethics; legal processes and institutions; conflict and co-operation; effectiveness of the legal system.

How is Legal Studies relevant to career choice?

Whilst not a prerequisite to the tertiary study of law, Legal Studies gives the student knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

Legal Studies has a significant impact on students understanding the legal system and provides them with a better appreciation of the relationship between social and legal structures in society.

The subject offers excellent preparation for life skills through an understanding of the legal system, its principles, structures, institutions, and processes. In addition, the study of Legal Studies Stage 6 assists students to prepare for employment and full and active participation as citizens. There are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.



Ancient History

Ancient History

ATAR: Yes

Units: 2

What background knowledge do I need to study Ancient History?

There are no prerequisites for the course, but it is assumed that students have an interest in Ancient History.

Why study Ancient History?

- to develop a lifelong interest in the study of history
- to understand and make sense of the world around you
- because it is rich, engaging, and entertaining history
- use skills of analysis, research, and debate for the rest of your life
- learn to analyse ancient sources and make sense of them
- improve literacy and read literature that will help make you an informed, global citizen.

Course description:

The Ancient History course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Using archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

Over the Preliminary and HSC courses, students will study the ancient world in Egypt, Greece, Rome, Celtic Europe, and the Near East. There are also opportunities for students to develop their own areas of interest.

Main topics covered:

Preliminary Course

Investigating Ancient History

- The Nature of Ancient History – The Treatment and Display of Human Remains

Case Studies –
Tutankhamun's Tomb
Persepolis

Historical Investigation

The historical investigation in Year 11 is designed to provide opportunities for all students to further develop their investigative, research and presentation skills. Students plan, develop and conduct an historical inquiry. As an individual project, the historical investigation challenges Year 11 students to work independently and within a timeframe. It is a precursor to the History Extension course.



2.Features of Ancient Societies

Studies within this section of the syllabus are concerned with seeking explanations to the 'how' and 'why' their life circumstances had changed in ancient societies such as: Greece, Rome, Persia and Egypt. The Two topics that will be covered include:

Women in Ancient Rome and Greece

Assessment Information - There is no external examination in Year 11. Students will be assessed through three formal assessment tasks, one of which is the Preliminary examination.

HSC Course

Part I – Cities of Vesuvius

The mandatory study of Pompeii and Herculaneum constitutes the core study in Ancient History and investigates one of the world's most exciting archaeological sites.

Part II – Historical Personalities

Here students are encouraged to analyse and evaluate sources and explain different perspectives and interpretations of the past. Our Personality study will be on Hatshepsut.

Part III – Ancient Societies

Through the study of one ancient society, students gain an in-depth understanding of the key features of the ancient world. The Unit of study that students will focus on is Ancient Sparta: Sparta and the Battle of Leuctra

4.Part IV – Historical Periods

During the investigation of their historical period, students are asked to explain significant elements, forces and institutions that have contributed to change in the ancient world and to examine historical debates. The Unit of Study students will focus on is New Kingdom Egypt – To The Death of Thutmose IV

HSC examination structure:

It will be a three-hour examination plus five-minutes reading time. The examination will consist of four sections.

Section I – Core: Cities of Vesuvius Pompeii and Herculaneum (25%)

There will be three or four questions. This section will require candidates to analyse and interpret sources and apply their own knowledge. One question will be worth 10 to 15 marks.

Section II – Ancient Societies (25%)

There will be one question for the topic studied. Questions will contain three or four parts. One part will be worth 10 to 15 marks.

Section III – Personalities in their Times (25%)

There will be one question for the topic studied. Questions will contain two or three parts. One part will be worth 10 to 15 marks.

Section IV – Historical Periods (25%)

There will be one extended-response question for the topic studied. Each question will have two alternatives. Candidates will be required to answer one option on the topic they have studied.

How is Ancient History relevant to tertiary studies and career choice?

The study of Ancient History provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions: independent research, group work, and the use of information technology to critically analyse and communicate a broad and sophisticated range of issues.

In addition, the study of Ancient History assists students to prepare for employment, and full and active participation as global citizens.



Modern History

Modern History	ATAR: Yes	Units: 2
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What background knowledge do I need to study Modern History?

Stage 5 Mandatory Australian History and an interest in the Modern World.

Why study Modern History?

A study of Modern History plays an important part in our development as informed and thinking adults. It leads to a greater understanding of the world both past and present and promotes the ability to view issues from different perspectives. Valuable vocational and life skills are learned through the study of History: skills of research, communication, analysis, and the use of evidence to support ideas. Perhaps the best reason for studying Modern History is that learning about people is the most fascinating pastime there is.

Course description:

The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies, and ideas in a range of historical contexts as background to their HSC studies. The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th century through the examination of four major areas of study.

Main topics covered:

Preliminary Course

- Part I – Investigating Modern History. This topic has two components:
 - The Nature of Modern History
Students will focus on the Contestability of the Past, with a case study focus on Pearl Harbor: Was Pearl Harbor a surprise attack?
 - Case Studies
Students undertake two case studies. The two case studies students will focus on include:
 - The Decline and Fall of the Romanov Dynasty
 - The Origins of the Arab- Israeli Conflict
- Part II – Historical Investigation
Students undertake an historical investigation unit based on an ideology or event of significance that has helped to shape the Modern World. For example: The Development of Nationalism, Socialism, Marxism, Democracy or Imperialism, The Industrial Revolution and Social Change, The Impact of Colonisation on Africa, Asia or The Pacific.
- Part III – The Shaping of the Modern World
World War 1 – the historical context, the nature of World War 1 and the nature and legacy of World War 1 and its influence on modernity.

Assessment information: There is no external examination in Year 11. Students will be assessed through three formal assessment tasks, one of which is the Preliminary Examination.



HSC Course

- Part I – Core Study – Democracy and Dictatorship 1919-1939
 - This is a new topic which focuses on the rise of fascist, totalitarian, and militarist movements after World War 1; what drew people to these movements; the regimes that emerged and ongoing international movements to achieve collective security. Students will focus on Germany between the wars and the rise of the Nazi state. The topic also includes an overview of the search for peace and security 1919- 1946.
- Part II – National Study – Russia and the Soviet Union 1917-1941
 - Students undertake one national case study. The Case Study students will focus on will be Russia and the Soviet Union 1917-1941.
- Part III – Peace and Conflict – Conflict in Europe 1935-1945
 - Students undertake one conflict study. The case study students will focus on will be Conflict in Europe 1935-1945.
- Part IV – Change in the Modern World – The Anti-Apartheid Movement in South Africa 1948-1994
 - Students undertake one change study. The Case study students will study will be Apartheid in South Africa.

HSC examination structure:

It will be a three-hour examination plus five-minutes reading time. The examination will consist of four sections:

Section I – Democracy and Dictatorship – Short answer and Source Analysis. (25 marks)

- There will be three or four questions.
- Students will be required to answer all questions.
- One question will be worth 10 to 15 marks.
- Students will be required to analyse and interpret sources.

Section II – National Studies (25 marks)

- There will be one extended-response question for each of the eight options.
- Each question will have two alternatives.
- Students will be required to answer one alternative on the option they have studied.

Section III – Peace and Conflict (25 marks)

- There will be one question for each of the six options.
- Students will be required to answer the question on the option they have studied.
- Each question will contain two or three parts.
- At least one part will be worth 10 to 15 marks.

Section IV – Change in the Modern World (25 marks)

- There will be one question for each of the six options.
- Students will be required to answer the question on the option they have studied.
- Each question will contain three or four parts.
- One part will be worth 10 to 15 marks.

How is Modern History relevant to tertiary studies and career choice?

The study of Modern History forms a valuable foundation for a range of courses studied at university or tertiary level. Skills of research, analysis, communication, and the use of evidence to support ideas are all important skills that form the basis of many future careers and are particularly relevant for those wishing to pursue a career in the areas of law or communications. In addition, a study of Modern History provides a series of life and recreation skills which promote a greater understanding and enjoyment of the world around you.



Studies of Religion II

Studies of Religion	ATAR: Yes	Units: 2
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What background knowledge do I need to study Studies of Religion?

There are no prerequisite requirements for undertaking Studies of Religion.

Why study Studies of Religion?

A study of Studies of Religion II plays an important part in our development as informed and thinking adults. Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

Course description:

The Preliminary HSC (Year 11) course is designed to provide students with an introduction and understanding of the nature of religion and beliefs, whilst also analysing the basic fundamentals of three religions around the world, as well as analysing religion in Australia pre-1945.

The HSC (Year 12) course is designed to provide students with an in-depth understanding of religion in Australia post-1945, as well as an in-depth study of three religious belief systems and the idea of religion and non-religion.

Course Structure and Topics

Year 11 Studies of Religion II Unit

- 1.Nature of Religion and Beliefs
- 2.Religious Tradition Study 1 – Christianity
- 3.Religious Tradition Study 2 – Judaism
- 4.Religious Tradition Study 3 – Islam
- 5.Religions of Ancient Origins
- 6.Religion in Australia pre-1945

Year 12 Studies of Religion II Unit

- 1.Religion and Belief Systems in Australia post-1945
- 2.Religious Depth Study 1 – Christianity
- 3.Religious Depth Study 2 – Judaism
- 4.Religious Depth Study 3 – Islam
- 5.Religion and Peace
- 6.Religion and Non-Religion



HSC Exam Structure

Section I

Part A – 15 marks

Part B – 15 marks

- Section I has a mixture of multiple choice and short answer response type questions.

Section II

- 30 marks
- Attempt TWO questions from the religious depth studies
- Must be different from the religious depth study chosen in section III.

Section III

- 20 marks
- Attempt one question from the religious depth study
- Must be different from the religious depth studies chosen in section II.

Section IV

- 20 marks
- Attempt the extended response question.

How is Studies of Religion II relevant to tertiary studies and career choice?

Studies of Religion II is relevant to a wide range of tertiary studies and career pathways as it develops students' understanding of religion, culture, ethics and contemporary social issues. It also strengthens valuable skills in critical thinking, research, analysis and communication, which are useful in fields such as law, education, social sciences, psychology, international relations, journalism and community services.



Society and Culture

Society and Culture	ATAR: Yes	Units: 2
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What background knowledge do I need to study Society and Culture?

There are no prerequisite requirements for undertaking Society and Culture.

Why study Society and Culture?

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

Course description:

Students learn to explore and understand the social and cultural world, including the interactions between individuals and groups within society. They examine how personal and social identity is developed through socialisation in a variety of social and cultural settings, and develop an understanding of intercultural communication, exploring how people from different backgrounds behave, communicate and perceive the world around them.

Students learn to explore social and cultural continuity and change, applying research methods and social theory to a selected country study. They also complete a Personal Interest Project (PIP), an individual research project on a topic of personal interest. Through their chosen depth studies, students further investigate the relationship between popular culture, society and the individual, as well as how belief systems and ideologies shape culture and identity.

Course Structure and Topics

Year 11 Society and Culture

- 1.The Social and Cultural World
- 2.Personal and Social Identity
- 3.Intercultural Communication

Year 12 Society and Culture

- 1.Social and Cultural Continuity and Change
- 2.The Personal Interest Project
- 3.Belief Systems and Ideologies
- 4.Popular Culture



HSC Exam Structure

Section I – 20 marks

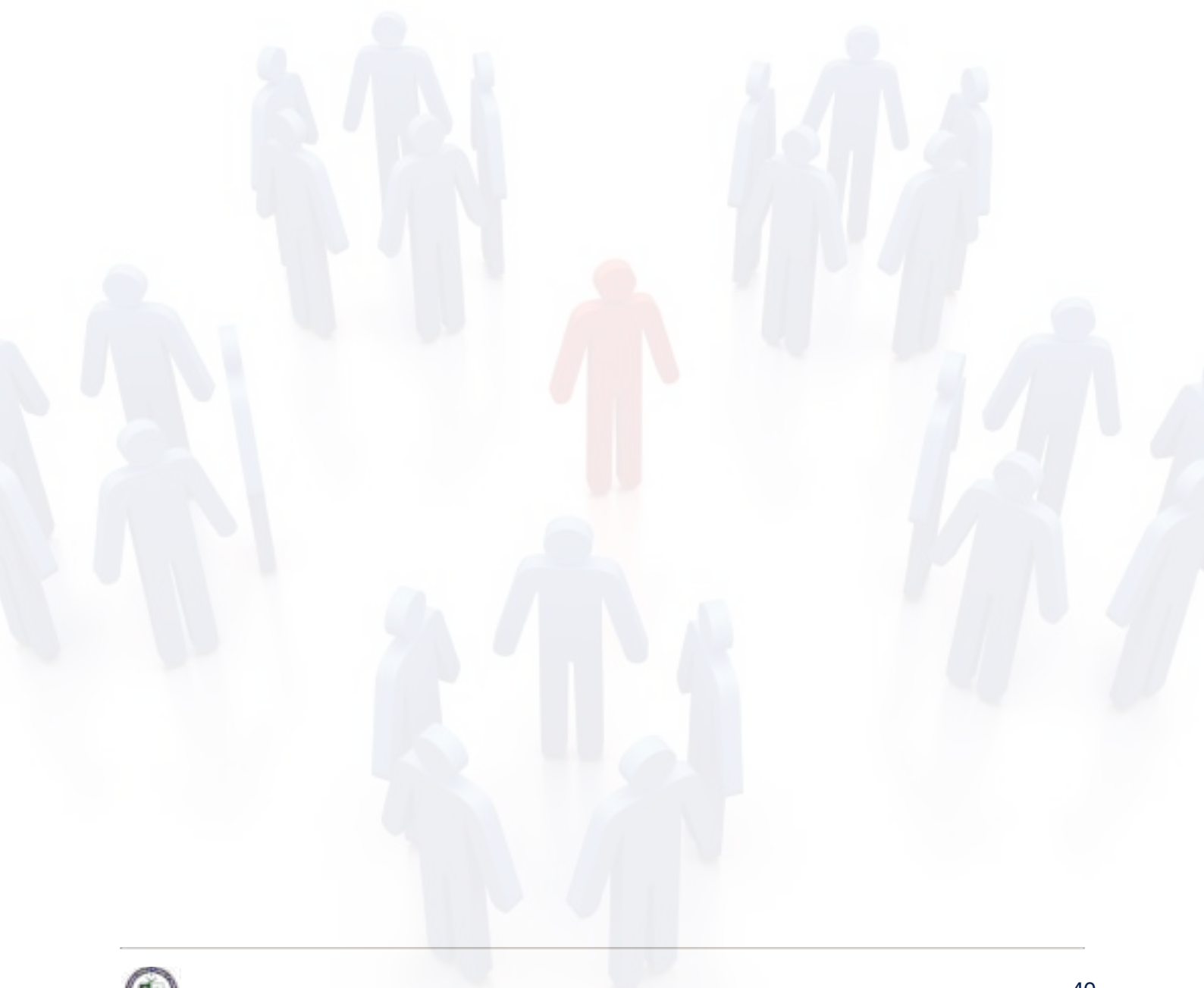
Section I has a mixture of multiple choice and short answer response type questions.

Section II – 40 Marks

Section II requires students to answer a 5 mark and 15 mark question relating to their depth studies.

How is Society and Culture relevant to tertiary studies and career choice?

Society and Culture is relevant to a wide range of tertiary studies and career pathways as it develops students' understanding of societies, cultures, identity and social change. The course also strengthens valuable skills in research, critical thinking, analysis, communication and independent investigation, which are useful in fields such as psychology, sociology, education, law, social work, international studies, media and community services.





TAS Department

Technological and Applied Studies

Head of Department: Mr. Leo Kalogeropoulos (leo.kalogeropoulos@aics.nsw.edu.au)

Industrial Technology - Multimedia

Multimedia	ATAR: Yes	Units: 2
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What background knowledge do I need to study Multimedia?

Previous study of Multimedia is not expected when electing this course for study during Years 11 and 12. Prior knowledge from students is not a requirement nor an indicator for their level of success. The course comprises theoretical and practical work while satisfying the requirements of NESA's HSC Major Project submission.

Why study Multimedia?

Industrial Technology Multimedia is the perfect catalyst for design-based tertiary study in fields such as animation, video editing, game design, graphic design and audio design.

If you are a student who has creative flair or passion for design and media, the Multimedia course will provide many chances to perfect your skills in the creation of your own Major Project in Year 12.

Major Project and supporting documentation (portfolio)

Students may choose any area of interest. Students have an opportunity to design and produce a Multimedia product throughout Year 11 and Year 12 including an accompanying design folio. This is submitted to NESA in mid-August of the HSC year and worth 60% of the final HSC mark.

Main topics covered:

The Year 11 (Preliminary) and Year 12 (HSC) courses have the same topics covered in each year. Year 11 provides the foundational knowledge and skills then becoming more advanced in Year 12

Year 11:

- Design, Management, Communication & Production (60%)
- Multimedia Technologies (25%)
- Industry Study (15%)

Year 12:

- Major Project (60%)
- Multimedia Technologies (25%)
- Industry Study (15%)

HSC examination structure:

- Written paper – 40 marks, 1½ hours – Divided into three sections:
 - Section I Multiple-choice questions 10 marks
 - Section II Short-answer questions 15 marks
 - Section III Extended-response question 15 marks



Enterprise Computing

Enterprise Computing

ATAR: Yes

Units: 2

What background knowledge do I need to study Enterprise Computing?

There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course.

Students who have completed Computing Technology as an elective in Years 9 and 10 would already have a strong foundational knowledge in Enterprise Computing particularly in areas of Networking, Data Analysis (spreadsheets and databases) as well as Cybersecurity.

Why study Enterprise Computing?

The NSW Enterprise Computing 11-12 (2022) Syllabus recognises the critical importance of enterprise information systems. Students develop an entrepreneurial mindset, think creatively, devise solutions and communicate information to a range of audiences using a variety of project work to understand contemporary technology.

Enterprise Computing explores how large-scale digital systems support the operations and innovation of modern businesses, governments, and industries. Students develop critical and creative thinking skills while learning to manage information, design efficient systems, and apply project management principles. This course prepares students to understand, build, and evaluate information systems that drive enterprise-level decisions, communication, and automation.

Course structure:

Preliminary Course

- Interactive Media and the User Experience (1 term/40 hours)
- Networking systems and social computing (1 term/40 hours)
- Principles of cybersecurity (1 term/40 hours)

HSC Course

- Data Science (25%)
- Data Visualisation (25%)
- Intelligent Systems (25%)
- Enterprise Project (25%)

HSC Examination Structure

- Section I (20 marks) – Objective Response Items
- Section II (60 marks) – Short Answer Items

Total exam time: 2 hours and 30 minutes + 10 mins reading time

The HSC examination for Enterprise Computing is completed online with several avenues of practice beforehand.

Future Pathways and Career Relevance

Enterprise Computing provides a strong foundation for further study and employment in a range of industries, such as:

- Cybersecurity and Information Systems
- Data Analytics and Software Engineering
- Manufacturing and Automation
- Telecommunications and Technical Services
- Utilities and Smart Infrastructure



Engineering Studies

Engineering Studies

ATAR: Yes

Units: 2

What background knowledge do I need to study Engineering?

A strong foundation in Mathematics and a good understanding of Science are important, as students regularly work with formulas and calculations, analyse engineering problems, and logical thinking to select appropriate materials, and understand the manufacturing processes used for different engineering applications.

Why study Engineering?

Engineering Studies provides a strong foundation for university pathways into areas such as Electrical and Electronics Engineering, Aeronautical Engineering, Civil Engineering, Telecommunications Engineering, and related engineering disciplines.

The course introduces students to the fundamental engineering principles they are likely to encounter in further study. For example, in Civil Structures, students analyse forces and loads acting on structures and determine how much load a structure can safely support. In Aeronautical Engineering, students investigate forces such as lift, drag, thrust and weight, including the lift required for flight and the conditions that can lead to an aircraft stall. In Aeronautical Engineering, they explore aluminium alloys and composite materials and how materials are tested for strength, hardness, toughness and defects. In Telecommunications Engineering, students explore modern communication technologies such as 4G and 5G wireless communication, fibre-optic systems, satellites and digital communication. Electrical and electronics concepts also develop an understanding of circuits, electronic components, semiconductors used in the field.

Course structure:

Preliminary Course

- Engineering Fundamentals (30 hours)
- Engineering Products (30 hours)
- Braking systems (30 hours)
- Biomedical Engineering (30 hours)

HSC Course

- Civil Structures (30 hours)
- Personal and Public Transport (30 hours)
- Aeronautical Engineering (30 hours)
- Telecommunication Engineering (30 hours)

HSC Examination Structure

- Section I (20 marks) – Multiple Choice Items
- Section II (80 marks) – Short Answer Items

Total exam time: 3 hours + 5 mins reading time



Food Technology

Food Technology

ATAR: Yes

Units: 2

What background knowledge do I need to study Food Technology?

There are no pre-requisites for studying Food Technology in Year 11. A genuine passion for food, understanding the food industry and gaining skills in food production are beneficial characteristics of a student studying this subject.

Why study Food Technology?

Food Technology teaches you skills you can use for the rest of your life. You learn how food affects our health, how it is produced and manufactured, how new products are developed, and how science and technology shape what we eat.

- Develop practical life skills
- Understand nutrition and health
- Learn food science
- Be creative
- Understand where food comes from
- Learn about sustainability
- Build independence

Course structure:

Preliminary Course

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC Course

- The Australian Food Industry (25%)
- Food Manufacturing (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

HSC Examination Structure

- Section I (20 marks) – Multiple Choice
- Section II (50 marks) – Short Answer
- Section III (15 marks) – Extended Response
- Section IV (15 marks) – Extended Response

Total exam time: 3 hours + 5 mins reading time





PDHPE Department

Personal Development, Health & Physical Education

Head of Department: Ms. Waseema Jahan (waseema.jahan@aics.nsw.edu.au)

Health and Movement Science

HMS	ATAR: Yes	Units: 2
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What is HMS?

Health and Movement Science (HMS) is the new name for what was traditionally known as PDHPE (Personal Development, Health, and Physical Education) in the senior school curriculum. This updated syllabus builds on the foundations of PDHPE, offering a strengths-based, contemporary approach to understanding health, movement, and the social influences that shape them. HMS encourages students to develop critical inquiry, health literacy, and movement competence, preparing them for active, informed participation in lifelong health and physical activity.

What background knowledge do I need to study HMS?

The syllabus has been designed for all students in Years 11 and 12 who have an interest in the areas of Health and Sports Science. While there are no formal prerequisites for this course, it is recommended that students have completed the PDHPE Years 7–10 as well as the Stage 5 PASS syllabus to build foundational knowledge for the HMS course. The Stage 6 HMS syllabus builds upon this experience by introducing students to more detailed study and higher-order skills.

Why study HMS?

- for those with a general interest and/or passion for health and sport
- for those who are interested in studying related areas at university including health sciences (medicine, physiotherapy, occupational therapy, speech therapy and nursing),
- sports sciences (exercise and sport science, human movement, nutrition)
- PDHPE teaching and community health (health promotion)

Learning Outcomes:

By studying this course, students will develop:

- Health Literacy: Understanding of health concepts to make informed decisions.
- Movement Competence: Skills and knowledge to participate effectively in physical activities. Critical Inquiry: Ability to analyse and evaluate health and movement information. Collaboration Skills: Working effectively with others in health and movement contexts.



Course description:

- The Health and Movement Science (HMS) syllabus provides students with opportunities to develop and apply their knowledge, understanding, and skills of health and movement concepts. It emphasises a strengths-based approach, valuing movement, developing health literacy, and including a critical inquiry approach.
- This syllabus focuses on a social view of health where the principles of diversity, social justice and supportive environments are fundamental aspects of health. The examination of individual, family and community values and beliefs and the sociocultural and physical environments in which we live provides an explanation for health status and sustainable solutions for better health. This syllabus also includes a detailed study of movement and physical activity. The emphasis is on understanding how the body moves and the sociocultural influences that regulate movement.
- Scientific aspects to be studied include anatomy, physiology, biomechanics, and skill acquisition. Students also think critically about aspects of history, economics, gender and media as they impact on patterns of participation in physical activity and the ways that movement is valued. These areas of study prepare students to be informed participants in movement culture; skilled, intelligent performers; and analysts of movement.

Course requirements:

2 Unit HMS is predominately a theoretical course. There is a small component of practical work that is generally undertaken in the form of practical application tasks and laboratory work.

Main topics covered:

Year 11 (Preliminary Course)

Focus Areas 1

Health for Individuals and Communities: Explores health concepts and the factors influencing health at personal and community levels.

Focus Areas 2

The Body and Mind in Motion: Examines movement concepts, including the relationship between body systems and movement.

Collaborative Investigation: Students work collaboratively to investigate a health or movement topic, applying research and inquiry skills.

Year 12 (HSC Course)

Focus Areas 1

Health in an Australian and Global Context: Analyzes health status and issues within Australia and globally, considering sociocultural and environmental factors.

Focus Areas 2

Training for Improved Performance: Focuses on principles and methods of training to enhance performance in various physical activities.

Depth Studies: Allows for in-depth exploration of specific health or movement topics, fostering critical thinking and application of knowledge.

How is HMS relevant to tertiary studies and career choice?

HMS provides a strong foundation for further studies and careers in:

- Health Sciences: Medicine, nursing, physiotherapy, occupational therapy, speech therapy.
- Sports Sciences: Exercise and sport science, human movement, nutrition.
- Education: PDHPE teaching, health promotion.
- Community Health: Public health initiatives, health policy development.



HSC examination structure:

The external HSC examination is a 100-mark written paper.

Time allowed: 3 hours plus 10 minutes reading time.

Section I – 20 marks

- Objective-response questions.
- Questions assess content from the core focus areas.

Section II – 56 marks

- Short-answer questions.
- Questions may contain several parts.
- Approximately 9–12 items in total.
- At least three items will be worth between 6 and 8 marks.

Section III – 24 marks

- Two extended-response questions worth 12 marks each.
- One extended response is based on Core 1 – Health in an Australian and Global Context.
- One extended response is based on Core 2 – Training for Improved Performance.
- Students are required to write sustained responses.



Community and Family Studies (CAFS)

CAFS

ATAR: Yes

Units: 2

What is CAFS?

Community and Family Studies (CAFS) examines the relationships, resources and social influences that shape the wellbeing of individuals, families and communities. Students investigate how people manage resources, participate in groups, form and maintain relationships, care for others and respond to contemporary social issues.

The course combines the study of real-world social issues with research, critical thinking and written analysis. It develops students' understanding of the diverse and interdependent nature of individuals, groups, families and communities within Australian society.

What background knowledge do I need to study CAFS?

There are no formal prerequisites for CAFS, and students are not required to have previously studied Child Studies or any particular Stage 5 elective.

The course is suited to students who have an interest in people, relationships, wellbeing and contemporary social issues. Students should be prepared to:

- read and discuss social issues from different perspectives
- apply course concepts and terminology to real-life situations
- interpret research findings, statistics and stimulus material
- conduct independent research
- communicate ideas through structured short and extended written responses.

Why study CAFS?

CAFS is suitable for students who:

- are interested in how individuals, families and communities function
- want to understand the social, cultural and economic influences affecting wellbeing
- enjoy examining contemporary issues and applying knowledge to real-life situations
- wish to develop research, communication, analysis and decision-making skills
- are considering further study or employment in education, health, community services, social sciences, government or human services.

Learning outcomes:

By studying this course, students will develop:

- Understanding of wellbeing: Knowledge of the factors that influence individual, group, family and community wellbeing.
- Resource management: An understanding of how people identify needs, make decisions and manage resources effectively.
- Understanding of relationships and society: Knowledge of how relationships, family structures, groups and wider societal factors influence people's lives.
- Research skills: The ability to plan research, collect and interpret information, analyse data and communicate findings.
- Critical thinking: The ability to evaluate social issues, consider different perspectives and make evidence-based judgements.
- Responsible action: An appreciation of diversity and the capacity to identify actions that can support individuals, families and communities.



Course description

Community and Family Studies develops students' understanding of the ways in which individuals, groups, families and communities interact. It considers how access to resources, relationships, social structures and changing circumstances can affect wellbeing.

Students examine a range of contemporary issues, including family structures, group participation, parenting and caring, community support, workplace responsibilities and the effects of social and technological change. They learn to evaluate information, apply management processes and consider how government, community organisations and individuals respond to different needs.

Research is a significant component of the course. In Year 12, students complete an Independent Research Project, through which they investigate an issue connected to individuals, groups, families, communities or resource management.

Course requirements

CAFS is predominantly a theoretical and research-based course. It does not include a practical performance component.

The Year 11 course consists of three mandatory modules. The Year 12 course consists of three mandatory core modules and one option selected by the school.

As part of the Year 12 course, students must complete an Independent Research Project (IRP) within the Research Methodology module. The IRP consists of:

- a project plan
- a project diary
- a research product.

Students independently formulate and investigate a research question, select appropriate research methods, collect and analyse information, document the research process and communicate their findings.

Main topics covered

Year 11 Preliminary Course

- Resource Management - 20%: Examines wellbeing, needs and wants, available resources, decision-making and the processes used by individuals and families to manage resources effectively.
- Individuals and Groups - 40%: Explores the roles, relationships and responsibilities of individuals within groups, including communication, leadership, decision-making and conflict resolution.
- Families and Communities - 40%: Examines different family structures and functions, changes experienced by families, the role of communities and the formal and informal support available to individuals and families.

Year 12 HSC Course

- Research Methodology - 25%: Develops knowledge and skills in research design, data collection, analysis and communication. This module includes the Independent Research Project.
- Groups in Context - 25%: Examines the characteristics, needs, access to resources and wellbeing of particular community groups. Students study the mandatory groups of youth and rural and remote families, together with two additional groups selected from the syllabus.
- Parenting and Caring - 25%: Investigates becoming a parent or carer, the roles and responsibilities involved, factors affecting these roles and the formal and informal support available.



- **Option - 25%**
- Students study one of the following options, as selected by the school:
 - Family and Societal Interactions
 - Social Impact of Technology
 - Individuals and Work.

HSC examination structure

The external HSC examination is a 100-mark written paper.

Time allowed: 3 hours plus 5 minutes reading time.

Section I - Core: 75 marks

Part A - 20 marks

- Objective-response questions based on the core modules.

Part B - 55 marks

- Approximately eight short-answer questions.
- Questions may contain several parts.
- At least two items will be worth between 6 and 8 marks.

Section II - Option: 25 marks

Students answer the question relating to the option studied at school.

- Short-answer components: 10 marks
- Extended response: 15 marks
- Expected length of the extended response: approximately four examination-writing pages or 600 words.

The Independent Research Project is completed as part of the school-based HSC course and is not submitted as a separate external HSC examination component.

How is CAFS relevant to tertiary studies and career choice?

CAFS provides useful foundational knowledge and skills for further study and careers involving people, families, communities, wellbeing, research and service delivery. Relevant areas include:

- Social and community services: Social work, community development, youth work, family support, disability services and aged care.
- Education and child development: Teaching, early childhood education, education support and child and family services.
- Health and wellbeing: Nursing, public health, health promotion, allied health and community health.
- Behavioural and social sciences: Psychology, counselling, sociology, human development and social research.
- Government and workplace services: Social policy, public administration, human resources and community program management.

CAFS is not ordinarily a prerequisite for these tertiary courses. Students should separately check the entry requirements, assumed knowledge and recommended HSC studies for any university or training course they are considering.





EVET Pathways

Vocational Education & Training

EVET Coordinator: Ms. Tayyibha Hussain (tayyibha.shahid@aics.nsw.edu.au)

BSB30120 Certificate III in Business

240 hours for 2 units x 2 years (Prelim and HSC credit) to achieve a BSB30120 Certificate III in Business.
35 Hours of Mandatory workplacement is required for both the Preliminary and HSC course, totalling 70 hours.

This practical course is a great way to explore a future in business while you're still at school. You'll build valuable workplace skills and gain real-world knowledge that can lead to opportunities across offices, retail businesses, customer service teams, government, administration and many other industries. As a business professional, you may support day-to-day operations, communicate with customers, create documents, use digital systems and help teams work efficiently.

Education Pathways

If you'd like to continue studying after school, this course gives you a valuable head start and can lead to further qualifications such as:

- ✓ Certificate IV in Business
- ✓ Certificate IV in Leadership and Management
- ✓ Diploma of Business
- ✓ Diploma of Marketing and Communication
- ✓ Further study in administration, management or customer service

Unit Code	Unit Focus
BSBXC301	Engage in workplace communication
BSBWHS311	Assist with maintaining workplace safety
BSBPEF201	Support personal wellbeing in the workplace
BSBPEF301	Organise personal work priorities
BSBSUS211	Participate in sustainable work practices
BSBTEC201	Use business software applications
BSBWRT311	Write simple documents
BSBTEC301	Design and produce business documents
BSBTWK301	Use inclusive work practices
BSBCRT311	Apply critical thinking skills in a team environment
BSBESB302	Develop and present business proposals
BSBSTR301	Contribute to continuous improvement
BSBOPS304	Deliver and monitor a service to customers



HLT33021 Certificate III in Allied Health Assistance

240 hours for 2 units x 2 years (Prelim and HSC credit) to achieve a HLT33021 Certificate III in Allied Health Assistance.
35 Hours of Mandatory workplacement is required for both the Preliminary and HSC course, totalling 70 hours.

This hands-on course is a great way to start exploring a future in healthcare while you're still at school. Students will learn practical skills and gain real-world experience that can open doors to careers in nursing, allied health, fitness, and so much more. As an Allied Health Assistant, you could work alongside professionals in a range of settings including clinics, hospitals, rehabilitation centres, aged care, disability support, and sports health businesses.

Education Pathways

If you'd like to continue studying after school, this course gives you a valuable head start and can lead to further qualifications such as:

- ✓ Certificate IV in Allied Health Assistance
- ✓ Certificate IV in Medical Practice Assisting
- ✓ Certificate IV in Fitness
- ✓ Bachelor of Nursing
- ✓ Bachelor of Physiotherapy
- ✓ Bachelor of Community Service

Unit Code	Unit Focus
BSBMED301	Interpret and apply medical terminology appropriately
CHCCCS002	Assist with movement
CHCCCS010	Maintain a high standard of service
CHCCCS020	Respond effectively to behaviours of concern
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCCCS038	Facilitate the empowerment of people receiving support
HLTAHA027	Assist with an allied health program
HLTAID011	Provide First Aid
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety
HLTAHA049	Recognise impact of health conditions

Head of Secondary School (Academic Leadership):

Mr. Sufyan Badar

Email: sufyan.badar@aics.nsw.edu.au

Careers Advisor:

Ms. Tayyibha Hussain

tayyibha.shahid@aics.nsw.edu.au



Subject Selection Timeline:

Steps to Subject Selection	Timeline (Term 3/4, 2026)
Senior Pathways Evening - Year 10 Parents attend comprehensive showcase/exhibition of each department's subject offerings.	Week 6, Term 3
HoS (Academic) Presentation to Year 10 students. Subject Preference Online Form goes live.	Week 7, Term 3
Subject preference online submission closes	Thursday Week 8, Term 3
Signed subject selection forms due based on 2027 Lines	Week 2, Term 4
Subject selection outcomes reviewed and finalised with the Head of Secondary (Academic)	Week 4, Term 4

Top 10 tips for Year 10 students choosing their Stage 6 Courses

- 1) Choose HSC courses you're good at, which interest you, and which will lay a foundation for your future.
- 2) Choose courses best suited to your ability. Don't choose courses just because of scaling or because you think they will give you a better ATAR.
- 3) Make the link between your choice now and where you want to go after Year 12.
- 4) Check if the university you want to go to (and/or the course you want to do) has prerequisites and assumed knowledge.
- 5) Depending on what you study, marks around 70 in the HSC could lead to an ATAR in the 50s, while marks closer to 80 could lead to an ATAR of 80.00. This is because most students have marks between 70 and 80 so when you are ranked that group easily spreads out.
- 6) If you are getting marks in the 70s do your best to get closer to 80; it will make a big difference to your ATAR.
- 7) Remember that universities often increase your selection rank in recognition of your performance in particular HSC courses (usually for Bands 4 and above).
- 8) All students must choose English. The specific level of English will be determined through negotiation with the English Head of Department (subject to entry requirements for Advanced and Extension courses). As of 2027, Mathematics will not be compulsory at AICS. If you have struggled greatly with Mathematics in Y7-10, consider a pattern of study that does not include Mathematics. If you enjoy and are good at Maths, choose the level that suits your ability and future (also subject to entry requirements for Advanced and Extension courses).
- 9) You will get a higher ATAR with higher levels of achievement in each course. Keep that in mind when selecting your subjects. That said, the conversation needs to include planning for future pathways.
- 10) Above all, work to the best of your ability and work towards your goals for life after school. Make du'a to Allah (swt) and give due weight to the advice of your teachers and parents.**





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