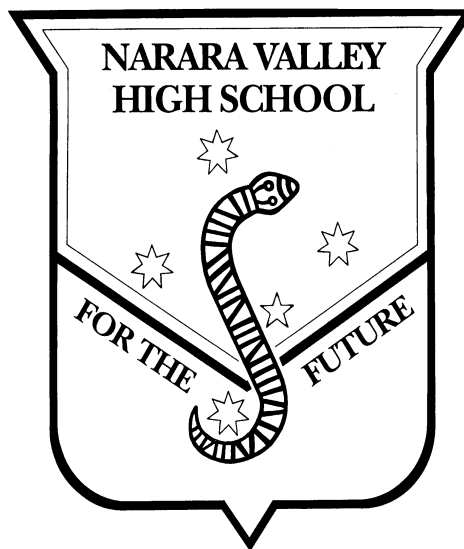


# **NARARA VALLEY HIGH SCHOOL**



**THE HIGHER SCHOOL CERTIFICATE**

***An Information Package for Students***

**Year 11 Course 2023**

**HSC Course 2024**

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## Information about the HSC

### General Information

This is your introduction to the HSC and the many options now available. More information is contained in the following **NSW Education Standards Authority (NESA)** publication:

*Studying for the New South Wales Higher School Certificate – an Information Booklet for Year 10 Students*, available on the NESA website.

### The HSC

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

A range of 2 unit, extension and distinction courses are available.

Courses are linked to further education and training. Extension courses (including undergraduate university courses) enable students to undertake more in-depth study in areas of special interest.

Vocational Education and Training courses count towards the HSC and also lead to qualifications recognised across a range of industries.

The HSC includes Life Skills courses for students with special education needs.

The HSC will fairly assess each student's knowledge and skills. For each course you will receive easy-to-understand reports which contain much more information. These reports provide clearer indications of what you have demonstrated you know, understand and can do in each course.



## WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in Years 11 and 12.

### Board Developed Courses (BDC)

These courses are developed by NESAs. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Developed Courses are academic in nature.

### Board Endorsed Courses

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

Content Endorsed Courses (CECs) have syllabuses endorsed by NESAs to cater to areas of special interest not covered in the Board Developed Courses.

Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses. (Except Framework for Curriculum courses which are BDC Category B.)

Schools may also design special courses to meet student needs. These courses must be approved by the NESAs. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement (RoSA).

**Board Endorsed Courses do not count in the calculation of the ATAR.**

## **Vocational Education and Training (VET) Courses – either Board Developed or Board Endorsed:**

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

Further information about VET courses appears in the section listing the HSC Courses available.

## **Traineeships/Apprenticeships**

School based apprenticeships and traineeships provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

### **KEY FEATURE OF SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS**

1: **School Based Apprentices** are required to:

Enter into a Training Contract for a nominal duration of generally five years; two years part time followed by three years fulltime post the HSC.

Undertake a minimum requirement of 100 days of paid employment unless otherwise stated in Vocational Training Order (VTO) by 31<sup>st</sup> December of the year they will complete their HSC.

Enrol in a minimum Certificate III AQF qualification

2: **School Based Trainees** are required to:

Enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC, as well as the minimum requirement of 100 days of paid employment by the 31<sup>st</sup> December of their HSC year.

The minimum training term nominated on the training contract for a school based traineeship must be 18 months. However, the Commissioner for Vocational Training will consider variations to this timeframe where required.

It is the students responsibility to apply for positions as SBA and SBT.



## Choosing Your HSC Program at Our School:

In considering your HSC Program you need to decide which program will best suit your needs and ability.

The School will offer alternative programs of study:

1. **An ATAR Program** - a program that will allow you to qualify for an ATAR. The ATAR is used for students who wish to attain university entry directly after Year 12. You will need to be academic and study/research in depth.
2. **A Range of Mixed Programs** - a program where students place emphasis on a combination of vocational courses and/or endorsed courses. These are valuable programs and should be considered as a worthwhile option if you do not wish to proceed to university.

No program should be seen as superior to the other.

A program is superior if it is the **most suitable** program for you.



## WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units. In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

The following is a guideline to help you understand the pattern of courses.

**2 UNIT COURSE** / This is the basic structure for all courses.  
It has value of 100 marks.

**EXTENSION COURSE** /Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET. At Narara Valley High School we offer Extension in English, Mathematics, and History (if students are deemed suitable). Undergraduate university courses may be available in some subjects.

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

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

## REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

You must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

You must have sat for and made a serious attempt at the Higher School Certificate examinations.

**You must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the HSC course. Both the Year 11 course and the HSC course must include the following:**

- **At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English**
- **At least three courses of 2 units value or greater**
- **At least four subjects**
- **A maximum of 6 units of courses in Science can contribute to Higher School Certificate eligibility.**

The NESA publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

**To be eligible for an ATAR** you must satisfactorily complete at least 10 units (including at least 2 units of English) of ATAR courses including at least eight units of Category A courses. Courses completed must include at least three Board Developed courses of two units or greater and at least four subjects. The booklet, *University Entry Requirements Year 10 Booklet*, published by UAC and available at a later date, will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

**If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.**



## Choosing Courses Within Your HSC Program:

In selecting subjects it is wise to consider the following questions;

Do I have an interest in the subject?

Do I have the assumed knowledge expected at the end of Year 10?

i.e. Do I have the ability to cope with the level of difficulty associated with the subject? (The best rule to follow is: if there is a reasonable doubt in your mind, discuss your concerns with a teacher experienced in teaching that subject and if doubt still remains, do not select the subject).

Am I aware of the subjects that are essential or desirable to prepare me for a particular career or tertiary course of study?

In relation to the last question, students should make themselves aware of;

University Entry requirements for Tertiary entry.

Assumed knowledge and pre-requisites for entry into specific Tertiary Courses.

Particular requirements set by some occupations who allow direct entry for HSC leavers.

**(A Deputy Principal or Careers Adviser can provide this information.)**

### Some Advice From the Careers Adviser on Subject Selection:

Whilst the subjects selected for study in Years 11 and 12 should be within the capabilities of the student and their interest areas, it is **very important** that they also consider **the career implications of their subject choices**.

It is not possible to select a group of subjects which qualify students for entry into **any** career and/or **every** career. Therefore, choices must be made carefully and the completion of detailed career research is essential. Students should consider at least three (3) career choices in their planning. If they are unable to identify specific occupations they should be able to isolate areas of career interest (for example; scientific, medical, technical, clerical etc...) The career research should include considerations such as course pre-requisites, assumed knowledge requirements, course availability, 'cut offs', quotas, alternatives and employment prospects.

Above all, students need to be realistic in their subject choices and they need to collect information from a variety of sources before making their informed decisions. It is wise to remember that throughout their future career paths they will undoubtedly be involved in a variety of occupations and training experiences.

***The ultimate responsibility for these decisions rests with each student.***

**In 2022 each Yr 10 student will be interviewed by a trained member of staff to assist students in deciding subjects that best meet their individual requirements.**

## Choosing Your Subjects at Narara Valley High School:

1. Students must study 12 Units in Year 11 as set down by NESAs.
2. You will be asked to nominate your subject preferences (including which level of English) through an online survey. Subject selections must be in preferential order. **The closing date for online preferences is to be advised.**

This information will be collected by the Deputy Principal.

This is not your final selection, as the timetable matrix will determine which subjects are available.

The information will be analysed to produce the Year 11 subject matrix (timetable).

You may be asked to re-select subjects or nominate/rank subject choices.

Please check subject pages for exclusions and note that you can only study up to 6 units of Science courses in Year 11 and 7 units in Year 12.

### **Note:**

Not all subjects may run. Subjects with very small numbers of students cannot be accommodated.

## University Entry and the Higher School Certificate:

Students who wish to be considered for a place at a University must ensure that the pattern of study (the subjects chosen) meets the requirements for the award of ATAR (Australian Tertiary Admission Rank).

Whilst it is understandable that students may wish to keep their options open, care should be taken to ensure that students do not overestimate their ability to cope with the ATAR program and university.



### **Subject Fees:**

Read the conditions of each course carefully including the fees attached. These will differ between courses. They are used to provide the student with ongoing resources and materials to experience the course.

You must discuss your course choices with your parents because they need to approve your subjects. **Please be advised that payment as stated for each course is a requirement. Please consider the cost and its affordability when choosing your subjects.**

You may need advice from within the school, Teachers and Head Teachers will assist you.

Above all, think about your choices carefully. They may affect your ability to do well at school and beyond.

## **THE SCHOOL LEAVING AGE**

### **Information for students and parents**

In New South Wales students will complete Year 10 and then have a number of options in which to participate until at least age 17.

There is a great deal of Australian and international evidence which demonstrates a high correlation between students' level of education and their prospects in life. The research shows that early school leavers are two and a half times more likely to be unemployed, earn lower wages and have poorer quality of life outcomes.

The purpose of mandating 17 as the leaving age is to ensure that all young people have the best possible chances in life.

**Once students have completed Year 10 there are a number of options from which to choose.**

You can stay at school and continue into Year 11.

You can choose to do an apprenticeship or a traineeship.

You can study vocational courses at TAFE.

You can do a course in higher education.

You can do other approved education or training.

You can be in employment, as long as it is full-time, paid work (25 hours or more per week).

You can also do a combination of a number of these.

If you are in Year 10 or below you need to start thinking about the best pathway for you.

**Discuss your options with your parents, Deputy Principal, Careers Adviser, Year Adviser or Teachers.**

<b>BOARD DEVELOPED COURSES – SCHOOL DELIVERED</b>
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	<b>UNITS</b>	<b>ATAR/ CATEGORY</b>	<b>MAJOR PROJECT</b>	<b>INVOICED FEES</b>
Aboriginal Studies	2 in Year 11 & 12	Yes - A	No	-
Ancient History	2 in Year 11 & 12	Yes – A	No	-
Biology	2 in Year 11 & 12	Yes – A	No	-
Business Studies	2 in Year 11 & 12	Yes – A	No	-
Chemistry	2 in Year 11 & 12	Yes – A	No	-
Community and Family Studies	2 in Year 11 & 12	Yes – A	Yes	-
Dance	2 in Year 11 & 12	Yes – A	Yes	\$20
Drama	2 in Year 11 & 12	Yes – A	Yes	\$10
Earth and Environmental Science	2 in Year 11 & 12	Yes – A	No	-
Economics	2 in Year 11 & 12	Yes - A	No	-
Engineering Studies	2 in Year 11 & 12	Yes – A	No	\$20
English Advanced	2 in Year 11 & 12	Yes – A	No	-
English Standard	2 in Year 11 & 12	Yes – A	No	-
Yr 11 English Extension 1	1 in Year 11	Yes – A	No	-
HSC English Extension 1	1 in Year 12 only	Yes – A	No	-
HSC English Extension 2	1 in Year 12 only	Yes – A	Yes	-
English Studies	2 in Year 11 & 12	Optional - B	No	-
Food Technology	2 in Year 11 & 12	Yes – A	No	\$80
Geography	2 in Year 11 & 12	Yes – A	Yes	-
Industrial Technology – Multimedia Industries	2 in Year 11 & 12	Yes – A	Yes	\$30
Industrial Technology – Timber Products and Furniture Industries	2 in Year 11 & 12	Yes – A	Yes	\$70
Industrial Technology- Metal and Engineering	2 in Year 11 & 12	Yes - A	Yes	\$80
Investigating Science	2 in Year 11 & 12	Yes – A	No	-
Japanese Beginners	2 in Year 11 & 12	Yes – A	No	-
Japanese Continuers	2 in Year 11 & 12	Yes – A	No	-
Legal Studies	2 in Year 11 & 12	Yes – A	No	-
Mathematics Standard Yr11 only	2 in Year 11	Yes – A	No	-
Mathematics Standard 2	2 in Year 12	Yes – A	No	-
Mathematics Standard 1	2 in Year 12	Optional – B	No	-
Mathematics Advanced	2 in Year 11 & 12	Yes – A	No	-
Mathematics HSC Extension 1	1 in Year 11 & 12	Yes – A	No	-
Mathematics HSC Extension 2	1 in Year 12 only	Yes – A	No	-
Modern History	2 in Year 11 & 12	Yes – A	No	-
HSC History Extension	1 in Year 12 only	Yes – A	Yes	-
Music 1	2 in Year 11 & 12	Yes – A	Yes	\$20
Personal Development Health and Physical Education	2 in Year 11 & 12	Yes – A	No	-
Physics	2 in Year 11 & 12	Yes – A	No	-
Society and Culture	2 in Year 11 & 12	Yes – A	Yes	-
Studies of Religion II	1 or 2 in Year 11 & 12	Yes – A	No	-
Textiles and Design	2 in Year 11 & 12	Yes – A	Yes	\$40
Visual Arts	2 in Year 11 & 12	Yes – A	Yes	\$50

**BOARD DEVELOPED VOCATIONAL EDUCATION AND TRAINING (VET)  
COURSES – SCHOOL AND TAFE NSW**

<b>COURSE</b>	<b>UNITS</b>	<b>ATAR/ CATEGORY</b>	<b>MAJOR PROJECT</b>	<b>WORK PLACEMENT</b>	<b>FEES Per year</b>
Business Services	2 in Year 11 & 12	Yes - B	No	Yes	-
Construction	2 in Year 11 & 12	Yes - B	No	Yes	\$50
Furniture Making	2 in Year 11 & 12	Yes - B	No	Yes	\$85
Hospitality	2 in Year 11 & 12	Yes - B	No	Yes	\$110 Extra cost for Chefs Uniform + Service Blacks approx. \$80.
Manufacturing and Engineering	2 in Year 11 & 12	Yes - B	No	Yes	\$50
Primary Industries	2 in Year 11 & 12	Yes – B	No	Yes	\$35
Retail Services	2 in Year 11 & 12	Yes – B	No	Yes	\$35
Information and Digital Technology	2 in Year 11 & 12	Yes - B	No	Yes	-

**CONTENT ENDORSED COURSES – SCHOOL DELIVERED**

<b>COURSE</b>	<b>UNITS</b>	<b>ATAR/ CATEGORY</b>	<b>MAJOR PROJECT</b>	<b>WORK PLACEMENT</b>	<b>FEES Per year</b>
Ceramics	2 in Year 11 and//or 12	No	No	No	\$50
Computing Applications	2 in Year 11 and/or 12	No	No	No	\$30
Exploring Early Childhood	2 in Year 11 and//or 12	No	No	No	\$20
Photography, Video & Digital Imaging	2 in Year 11 and//or 12	No	No	No	\$90
Sport Lifestyle and Recreation Studies	2 in Year 11 and/or 12	No	No	No	\$20
Visual Design	2 in Year 11 and/or 12	No	No	No	\$40
Accelerated Marine Studies	2 in Year 10 and 11	No	No	No	\$10
Work Studies	2 in Year 11 and 12	No	No	No	-

## HSC Requirements

These notes refer to the list of courses

### HSC Rules:

- **Students may only undertake one course within Industrial Technology.** For example, students cannot study I.T. Timber products and Furniture Technologies, as well as I.T. Multimedia Technologies.
- There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course.

Additional information about courses and the new HSC is available on the NESA Website: <http://educationstandards.nsw.edu.au> and within the Assessment Certification Examination manual <https://ace.nesa.nsw.edu.au>

**Note:** This site provides more than subject information. It has reference material, sample tests and answers. Many downloads are free for either student or parent.

## ASSESSMENT AND REPORTING

The NSW Education Standards Authority (NESA) promotes a standards-referenced approach to assessing and reporting student achievement.

**Assessment** is the process of gathering valid and useful information and making judgements about student achievement for a variety of purposes. In Stage 6, those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of student achievement and course completion in Year 11 and Year 12 courses
- providing data for the end of school credential (RoSA/HSC)

Schools are required to develop an assessment program for each Year 11 and Year 12 course. NESA provides information about the responsibilities of schools in developing assessment programs in course-specific assessment and reporting requirements and in Assessment Certification Examination (ACE).

### Informal and Formal Assessment

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provides opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

**Informal** assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment. It may include a range of strategies such as questioning, class discussion, observations and student self-evaluation.

**Formal** school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings. A formal written examination is defined as a task such as a half yearly, yearly or Trial HSC examination. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time.

School-based assessment tasks will contribute to your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. These are outlined in an assessment schedule booklet distributed to all students at the beginning of each senior year.

## Reporting in Stage 6

### Year 11

Schools are responsible for awarding a grade for each student who completes a Year 11 course (except Life Skills and VET courses) to represent their achievement. These grades are determined by the student's performance against the common grade scale. Teachers make professional on-balance judgements about which grade description best matches the standards their students have demonstrated or achieved.

Teachers follow a process of moderation to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW. Teachers moderate their judgements by comparing work samples for their students with samples aligned to the A to E grades. The grade is reported on the student's Record of School Achievement (RoSA), a cumulative credential that allows students to accumulate their academic results until they leave school.

### Year 12

The use of both school-based assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the Year 12 course. Taken together, the external examination and school-based assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

Students who leave school prior to the HSC examinations will be able to receive their RoSA. It will record grades for their completed Stage 5 courses and any participation in Stage 6 courses.

The Higher School Certificate credentials received by students are used by NESAC to report both the school-based and examination measures of achievement.

Typically, HSC results comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with NESAC requirements for the school-based assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

For the HSC, student performance in a Year 12 course is reported against standards on a course report.

The course report also shows graphically the state-wide distribution of HSC marks of all students in the course. The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.



## ADVICE ABOUT THE AUSTRALIAN TERTIARY ADMISSION RANK

The rules for the Australian Tertiary Admission Rank (ATAR).

### A. ATAR RULES

#### Rule 1 – Eligibility for an ATAR

To be eligible for an ATAR a student must satisfactorily complete at least 10 units (including at least two units of approved English) of ATAR courses including at least eight units of Category A courses. The Board Developed courses must include at least three courses of two units or greater, and at least four subjects; see (a) below.

#### Rule 2 – Calculation of the ATAR

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

The best two units of English( from Standard and Advanced ONLY) and  
The best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.<sup>(1)</sup>

#### Important notes

- a. A **subject** is the general name given to an area of study. A **course** is a branch of study within a subject. A subject may have several different courses, for example, with the subject English the courses will include English Standard, English Advanced, HSC English Extension 1, etc).
- b. Students may accumulate courses over a period of no more than five years. (known as a pathways study pattern)
- c. If a student repeats a course only the last satisfactory attempt is used in the calculation of the ATAR

<sup>(1)</sup> **Category B** subjects include:

School and TAFE delivered Industry Curriculum Framework Courses

## B. THE ATAR OPTION

On average, only one third (1/3) of eligible ATAR candidates move directly from school to university. Matriculation<sup>(1)</sup> requires students to go well in English and another eight (8) BDC units.

This capable student would be **aiming** for Band 4 and higher, be committed to 6-10 hours of study and not have a “weak” subject.

Students have the option to drop to the minimum of ten (10) units at the beginning of 2021 when the 2<sup>nd</sup> term of the HSC course begins. Students need to be aware that if they drop a subject in Year 12 and change their mind part way through the course they will not be able to pick the subject back up. Students who drop a subject must be committed to performing to an optimum level in all 5 subjects.

The problem could be overcome by having more than ten (10) units for ATAR calculation and/or waiting for a good guide of your assessment standings after the Year 12 Trial, **OR** If a student does drop to 10 units, they make valuable use of their study periods, such as staying at school and studying in the Library.

The ATAR is for committed, academic students who work well in demanding subjects. Just picking the hard subjects is not enough.

(1) Other entry options are available, including a College Diploma Course then 2<sup>nd</sup> Year University, mature age, STAT Test and Newstep.

## EXPLANATION OF SOME TERMS

Courses in the Senior School are described quite differently to those in the Junior School. A whole new set of terms is used and students need to understand them so that they can make a wise choice.

**Advanced Standing** - Means that students completing some HSC courses at a satisfactory level may count these towards a TAFE award. They will then not have to study certain subjects or modules in the TAFE course.

**Board Developed Courses** - A subject whose syllabus has been provided by NESA. These subjects are eligible for inclusion in the calculation of an Australian Tertiary Admission Rank (ATAR).

**Category A/B Courses** – The Universities and NESA advise which courses will be Category B courses. They are listed in the University Entry Requirements Year 10 Booklet.

**Course** – A course is a branch of study within a subject; there can be more than one level of study within a course.

**Course Report** – A course report is a report of individual student achievement in a particular course. It will consist of:

The name of the course

The performance scale including the band descriptions

The internal assessment mark

The external assessment mark

The HSC mark located on a performance scale

A histogram which shows the state-wide distribution of HSC marks

**Cut Off Mark** – The lowest mark which is accepted for entry into a particular course (based on ATAR).

**Endorsed Course** – A subject whose syllabus has been designed by schools or NESA. These subjects are NOT eligible for inclusion in the calculation of an ATAR and are not examined at the HSC. Results are based entirely on school assessment.

**Exclusions** - In general students may not study two courses in the one subject area. Listed on the top of each subject.

**Extension Course** – An extension course builds on the content of the 2 unit course and requires students to work beyond the standard of the 2 unit course. Where there is a second HSC extension course, the extension 2 course requires students to work beyond the standard of the extension 1 course.

**External Assessment** – External assessment refers to the externally set and marked HSC examination including written papers, submitted projects and products, performances and practical demonstrations.

**HSC Course** - A course which is the second component of a two year program, commenced after a student has satisfactorily completed the Year 11 course.

**Industry Curriculum Framework** – An industry curriculum framework describes the range and groups of units of competency that have been endorsed by NESAs for inclusion in the Higher School Certificate as specific VET subjects and/or courses.

**Internal Assessment** – Internal assessment refers to the school-based assessment tasks that are developed, administered and marked by teachers and which comply with NESAs's mandatory assessment requirements.

**Key Learning Areas** - All learning in schools has been divided up into Key Learning Areas and students during their school life will experience learning in all of these areas. For the purposes of the Senior School subjects are divided among the eight Key Learning Areas.

They are:

*English, Mathematics, Science, Technology and Applied Studies (TAS), Human Society and Its Environment (HSIE), Languages Other Than English (LOTE), Creative Arts, Personal Development, Health and Physical Education (PDHPE).*

**Language for Beginners** - Is a language course offered for students who have not studied the language in Year 10.

**Moderation** – Moderation involves statistical procedures of aligning internal assessment marks so that students' results across the state can be compared accurately and fairly.

**Pattern of Study** – Pattern of Study refers to the arrangement of courses and their unit value which must be successfully completed for the award of the Higher School Certificate.

**Performance Bands** – Performance bands are levels of achievement in a course. Each band has a statement that describes observable and measurable features of students' knowledge, skills and understanding in a course. These statements are arranged hierarchically to describe the different levels of achievement typically demonstrated by students in each of the bands.

**Performance Scale** – A performance scale is a scale of marks between 0 –100 or 0 – 50 with performance bands. On a scale of 0 – 100 there are six performance bands aligned to the scale of marks. On a scale of 0 – 50 there are four performance bands aligned to the scale of marks.

Where the scale is 0 – 100 a mark less than 50 (Band 1) indicates that a student's performance has not reached the minimum standard expected for the course. Where the scale is 0 – 50 a mark less than 25 (Band 1) indicates that the student's performance has not reached the minimum standard expected for the course.

**Year 11 Course** – Is the first component of senior study in a course. It must be satisfactorily completed before the HSC component commences.

**Quota** - The number of students that will be accepted into a university course.

**School Vocational Education (SVET)** – Vocational Education subjects offered at school.

**Standards** – Standards are the knowledge, skills and understanding expected to be learned by students as a result of studying a course, together with the levels of achievement of the knowledge, skills and understanding.

**Standards-Referenced Assessment** – Standards-referenced assessment is the assessment of students' achievement against specified standards of performance that are established for each course.

**Student Achievement** – Student achievement refers to what students know, understand and can do in relation to the outcomes of a course.

**Student Performance** – Student performance refers to what students demonstrate in order for their achievements in a course to be assessed.

**Subject** – A subject is the general name given to an area of study that may have several different courses (eg within the subject English the courses will include English Standard, English Advanced, English Life Skills, etc).

**TAFE Vocational Education (TVET)** - Subjects in this program involve studying at Gosford, Wyong or Ourimbah TAFE colleges on a Tuesday or Thursday afternoons.

**Tertiary Institutions** - Universities and TAFE.

**ATAR (Australian Tertiary Admission Rank)** - Is calculated by the universities in NSW and the ACT and is released by the Universities Admissions Centre. It is used by universities to assist them in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purposes.

**Units of Study** - Refers to the indicative time in each of the Year 11 and/or HSC courses. The school translates this into: 2 unit = 4 hours per week.

**University Entry** - Is the qualification for entry to a university. Each institution sets its own requirements.

**Vocational Education** - Courses which are concerned with gaining the necessary knowledge and skills to competently perform a specific job.

# **SECTION 1**

# **ENGLISH**

**(Compulsory)**

**Board Developed Course (BDC)**

**Category A and Category B**

BDCs are academic in nature. They have an external statewide examination and could be used in the calculation of an ATAR.

**NB:** English Studies is a Category B course which differs from other English courses.

- see details on English Studies page.

<b>Course:</b> English (Standard)		<b>Course No:</b> 15130	
2 units for each of Year 11 and HSC Board Developed Course		<b>Exclusions:</b> English (Advanced); English EAL/D; English (Extension)	
<p><b>Course Description</b></p> <p>The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.</p>			
<p><b>Particular Course Requirements</b></p> <p><b>In the Year 11 English Standard Course students are required to:</b></p> <ul style="list-style-type: none"> <li>• Study three prescribed modules</li> <li>• Explicit literacy content is included</li> <li>• Students will have opportunities to experience texts that give insight into a wide range of social, gender and cultural perspectives, including texts about Aboriginal and Torres Strait Islander Peoples</li> <li>• A mandatory first module: <i>Reading to Write</i> to develop students' skills to respond to texts and refine their writing</li> </ul> <p><b>HSC English (Standard) Course students are required to study:</b></p> <ul style="list-style-type: none"> <li>• THREE types of prescribed text, one drawn from <b>each</b> of the following categories: prose fiction; poetry <b>OR</b> drama; non-fiction <b>or</b> film <b>or</b> media</li> <li>• At least TWO short prescribed texts for Module C: <i>The Craft of Writing</i> but do not contribute to the required pattern of prescribed texts for the course</li> <li>• Study ONE related text in the Common Module: <i>Texts and Human Experiences</i></li> </ul>			
<b>Assessment: Year 11 and HSC Course</b>			
<b>Year 11 Assessment</b>		<b>HSC Internal Assessment</b>	
The components and weightings for Year 11 are mandatory		The components and weightings for Year 12 are mandatory	
<b>Component</b>	<b>Weighting %</b>	<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	50	Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	<b>100</b>		<b>100</b>
<p><b>Year 11 assessment requirements:</b></p> <ul style="list-style-type: none"> <li>- three assessment tasks</li> <li>- the minimum weighting for an individual task is 20%</li> <li>- the maximum weighting for an individual task is 40%</li> <li>- one task may be a formal written examination</li> <li>- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes</li> </ul>		<p><b>Year 12 assessment requirements:</b></p> <ul style="list-style-type: none"> <li>- a maximum of four assessment tasks</li> <li>- the minimum weighting for an individual task is 10%</li> <li>- the maximum weighting for an individual task is 40%</li> <li>- one task may be a formal written examination with a maximum weighting of 30%</li> <li>- one task must focus on <i>Module C – The Craft of Writing</i> with a minimum weighting of 25%</li> <li>- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes</li> <li>- assessment of the Common Module must integrate student selected related material</li> </ul> <p><b>HSC Examination specifications for English Standard are available on the NESA website.</b></p>	
Fees: Nil Contact Teacher: English Faculty		Head Teacher: Ms J Rae	

<b>Course:</b> English Studies		<b>Course No:</b> 30105	
2 units for each of Year 11 and HSC Board Developed Course		<b>Exclusions:</b> English (Advanced); English (Standard); English EAL/D; English (Extension)	
<b>Course Description</b> The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives. English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.			
<b>Year 11 Course (120 hours)</b>	<b>English Studies</b>		<b>Indicative Hours</b>
	Mandatory module – Achieving through English: English in education, work and community		30–40 hours
	An additional 2–4 modules to be studied		20–30 hours each
In <b>Year 11 and Year 12</b> students are required to: <ul style="list-style-type: none"> <li>• read, view, listen to and compose a <b>wide range of texts</b> including print and multimodal texts</li> <li>• study at least one substantial print text (for example a novel, biography or drama)</li> <li>• study at least one substantial multimodal text (for example film or a television series).</li> <li>• be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> </ul>			
<b>Year 12 course (120 hours)</b>	<b>English Studies</b>		<b>Indicative Hours</b>
	Mandatory common module – Texts and Human Experiences		30 hours
	An additional 2–4 modules to be studied		20–45 hours each
In <b>both Year 11 and Year 12</b> students are required to: <ul style="list-style-type: none"> <li>• read, view, listen to and compose a <b>wide range of texts</b> including print and multimodal texts</li> <li>• study at least one substantial print text (for example a novel, biography or drama)</li> <li>• study at least one substantial multimodal text (for example film or a television series).</li> </ul> In Year 12 students will <b>also</b> be required to: <ul style="list-style-type: none"> <li>• study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.</li> <li>• be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>• develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year</li> <li>• engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul>			
<b>Year 11 English Studies</b>		<b>Year 12 English Studies</b>	
<b>Component</b>	<b>Weighting</b>	<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	50	Knowledge and understanding of course content	50
Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language accurately, appropriately and effectively</li> </ul>	50	Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language accurately, appropriately and effectively</li> </ul>	50
	<b>100</b>		<b>100</b>
<b>Year 11 formal school-based assessment:</b> <ul style="list-style-type: none"> <li>• three assessment tasks</li> <li>• the minimum weighting for an individual task is 20%</li> <li>• the maximum weighting for an individual task is 40%</li> <li>• one task may be a formal written examination</li> <li>• one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%</li> <li>• one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes.</li> </ul>		<b>Year 12 formal school-based assessment:</b> <ul style="list-style-type: none"> <li>• a maximum of four assessment tasks</li> <li>• minimum weighting for an individual task is 10%</li> <li>• maximum weighting for an individual task is 40%</li> <li>• one task may be a formal written examination with a maximum weighting of 20%</li> <li>• one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%</li> <li>• assessment of the Common Module must integrate teacher or student selected related material.</li> </ul>	
Students studying English Studies may elect to undertake an optional HSC examination. The examination mark will be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR). Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR. <b>Examination specifications for English Studies are available on the NESA website.</b>			
Contact teacher Ms J Vella		Head Teacher: Ms J Rae	



<b>Course:</b> English (Advanced)		<b>Course No:</b> 15140	
2 units for each of Year 11 and HSC Board Developed Course		<b>Exclusions:</b> English (Standard), English (EAL/D), English Studies	
<p><b>Course Description</b></p> <p>In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.</p> <p>The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.</p>			
<p><b>Particular Course Requirements</b></p> <p>In the <b>Year 11 English Advanced Course</b> students are required to:</p> <ul style="list-style-type: none"> <li>• Respond to and compose texts in and for a range of contexts</li> <li>• Study a range of different types of texts in a variety of language modes</li> <li>• Read widely beyond the texts set for study</li> <li>• Study <b>THREE</b> prescribed modules</li> <li>• Study a mandatory first module: <i>Reading to Write</i> to develop students' skills to respond to texts and refine their writing</li> </ul> <p><b>HSC English (Advanced) Course</b> requires students to:</p> <ul style="list-style-type: none"> <li>• Respond to and compose texts in and for a range of contexts</li> <li>• Study a range of different types of texts in a variety of language modes</li> <li>• Read widely beyond the texts set for study</li> <li>• Study <b>FOUR</b> extended prescribed texts as well as short texts</li> <li>• Study a common mandatory first module: <i>Texts and Human Experiences</i></li> </ul>			
<b>Assessment: Year 11 and HSC Course</b>			
<b>Year 11 Assessment</b>		<b>HSC Assessment</b>	
The components and weightings for Year 11 are mandatory		The components and weightings for Year 12 are mandatory	
<b>Component</b>	<b>Weighting %</b>	<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	50	Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	<b>100</b>		<b>100</b>
<p><b>Year 11 Assessment requirements:</b></p> <ul style="list-style-type: none"> <li>- three assessment tasks</li> <li>- the minimum weighting for an individual formal task is 20%</li> <li>- the maximum weighting for an individual formal task is 40%</li> <li>- one task may be a formal written examination</li> <li>- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.</li> </ul>		<p><b>Year 12 Assessment requirements:</b></p> <ul style="list-style-type: none"> <li>-a maximum of four assessment tasks</li> <li>-the minimum weighting for an individual formal task is 10%</li> <li>-the maximum weighting for an individual formal task is 40%</li> <li>-one task may be a formal written examination with a maximum weighting of 30%</li> <li>- one task must focus on <i>Module C – The Craft of Writing</i> with a minimum weighting of 25%</li> <li>- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes</li> <li>- assessment of the Common Module must integrate student selected related material.</li> </ul> <p><b>HSC Examination specifications for English Advanced are available on the NESAs website</b></p>	
Fees: Nil Contact Teacher: English Faculty		Head Teacher: Ms J Rae	

<b>Courses:</b> Year 11 English Extension 1 - English HSC Extension 1 and English HSC Extension 2			
<p><b>The English Extension 1 course</b> provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.</p> <p><b>The English Extension 2 course</b> enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.</p>			
<p><b>Course Description</b>          In the Year 11 English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.          In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.          In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.</p>			
<p><b>Particular Course Requirements</b>          In the <b>Year 11 English (Extension) Course</b> students are required to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.  <b>HSC English Extension Course 1</b> requires the study of prescribed texts (as outlined in the prescriptions document, HSC English Electives and Prescribed Texts).  <b>HSC English Extension Course 2</b> requires completion of a Major Work and a statement of reflection.</p>			
<b>Assessment: Year 11 and HSC English Extension Course 1</b>			
<b>Year 11 Assessment - Components</b>	<b>Weighting %</b>	<b>HSC Assessment - Components</b>	<b>Weighting %</b>
Knowledge and understanding of complex texts and of how and why they are valued	50	Knowledge and understanding of complex texts and of how and why they are valued	50
Skills in complex analysis, sustained composition and independent investigation	50	Skills in complex analysis, sustained composition and independent investigation	50
	<b>100</b>		<b>100</b>
<p><b>Year 11</b> formal school-based assessment program:</p> <ul style="list-style-type: none"> <li>• three assessment tasks</li> <li>• the minimum weighting for an individual task is 20%</li> <li>• the maximum weighting for an individual task is 40%</li> <li>• one task may be a formal written examination</li> <li>• one task must be a multimodal presentation about the <b>Independent Related Project</b> with a maximum weighting of 40%.</li> </ul> <p><b>NB:</b>The <b>Independent Related Project</b> provides students with the opportunity to develop independent research skills and demonstrate the knowledge, understanding and skills of the module: <i>Texts, Culture and Value</i> in a multimodal presentation.</p>		<p><b>Year 12</b> formal school-based assessment program:</p> <ul style="list-style-type: none"> <li>• three assessment tasks</li> <li>• the minimum weighting for an individual task is 20%</li> <li>• the maximum weighting for an individual task is 40%</li> <li>• one task may be a formal written examination with a maximum weighting of 30%</li> <li>• one task must be a creative response with a maximum weighting of 40%</li> <li>• at least one task must integrate student selected related material.</li> </ul>	
<b>Assessment: HSC English Extension 2</b>			
<b>HSC Examination Specifications</b>	<b>Internal Assessment</b>		<b>Weighting %</b>
<p>The external HSC assessment for English Extension 2 is a submitted Major Work and an accompanying Reflection Statement. It measures student achievement in a range of syllabus outcomes.</p> <p>Major Work specifications for English Extension 2 are available on the NESA website</p>	Skills in extensive independent research		50
	Skills in sustained composition		50
			<b>100</b>
<p><b>Year 12</b> formal school-based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none"> <li>• assessment will be based on the process of composing the Major Work</li> <li>• three assessment tasks:             <ul style="list-style-type: none"> <li>• a Viva Voce with a weighting of 30%</li> <li>• a Literature Review with a weighting of 40%</li> <li>• a Critique of the Creative Process with a weighting of 30%.</li> </ul> </li> </ul>			
<p>Fees: Nil          Contact Teacher: Ms J Rae/Ms J Grundy          Head Teacher: Ms J Rae</p>			

# **SECTION 2**

## **Board Developed Courses**

### **Category A**

BDC's are academic in nature. They have an external state-wide examination and could be used for the calculation of an ATAR.

Note: Students wanting an ATAR pattern of study must include at least eight units of Category A courses

A maximum of 2 units CATEGORY B can be used in ATAR calculation.

<b>Course:</b> Aboriginal Studies		<b>Course No:</b> 15000	
2 units each for Year 11 and Year 12 HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p><b>Course Description</b>  <b>The Year 11</b> course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. the course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.  <b>The Year 12</b> course provides for an in depth study of legislation, policy, judicial processes and current events from the 1960s. during the course, students will undertake consultation with Aboriginal communities and will study the course through experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.</p>			
<p><b>Main Topics Covered</b>  <u>Year 11 Course</u>  <b>Part I - Aboriginality and the Land (20%)</b> <ul style="list-style-type: none"> <li>Aboriginal peoples relationship to Country</li> <li>Dispossession and dislocation of Aboriginal peoples from Country</li> <li>Impact of British colonisation on Country</li> </ul> <b>Part II - Heritage and Identity (30%)</b> <ul style="list-style-type: none"> <li>The Dreaming and cultural ownership</li> <li>Diversity of Aboriginal cultural and social life</li> <li>Impact of colonisation on Aboriginal cultures and families</li> <li>Impact of racism and stereotyping</li> </ul> <b>Part III – International Indigenous Community: Comparative Study (25%)</b> <ul style="list-style-type: none"> <li>Location, environment and features of an international Indigenous community</li> <li>Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the land; and Heritage and Identity</li> </ul> <b>Part IV – Research and Inquiry Methods: Local Community Case Study (25%)</b> <ul style="list-style-type: none"> <li>Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information</li> </ul> </p>		<p><u>HSC Course</u>  <b>Part I – Social Justice and Human Rights Issues (50%)</b> <ul style="list-style-type: none"> <li><b>A Global Perspective (20%)</b>- Global understanding of human rights and social justice</li> </ul> <b>AND</b> <ul style="list-style-type: none"> <li><b>B Comparative Study (30%)</b>- A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: health, Education, Housing, Employment, Criminal Justice, Economic Independence</li> </ul> <b>Part II – Case Study of an Aboriginal community for each topic (20%)</b> <ul style="list-style-type: none"> <li><b>A Aboriginality and the Land</b> - The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li><b>B Heritage and Identity</b> – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses</li> </ul> <b>Part III – Research and Inquiry Methods – Major Project (30%)</b> <ul style="list-style-type: none"> <li>Choice of project topic based on student interest</li> </ul> </p>	
<p><b>Particular course requirements:</b> In both courses must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.</p>			
<b>Year 11 Assessment Requirements</b>		<b>Year 12 Assessment Requirements</b>	
<b>Component</b>	<b>Weightings</b>	<b>Component</b>	<b>Weightings</b>
Knowledge and understanding of course content	40	Knowledge and understanding of course content	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
Research and inquiry methods, including aspects of the Local Community Case Study	20	Research and inquiry methods, including aspects of the Major Project	20
Communication of information, ideas and issues in appropriate forms	25	Communication of information, ideas and issues in appropriate forms	15
	100		100
<p>The Year 11 formal school-based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none"> <li>three assessment tasks</li> <li>the minimum weighting for an individual task is 20%</li> <li>the maximum weighting for an individual task is 40%</li> <li>only one task may be a formal written examination</li> </ul>		<p>The Year 12 formal school-based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none"> <li>a maximum of four assessment tasks</li> <li>the minimum weighting for an individual task is 10%</li> <li>the maximum weighting for an individual task is 40%</li> <li>only one task may be a formal written examination with a maximum weighting of 30%</li> <li>one task must be the Major Project with a weighting of 40% - inclusive of the allocation of 15% for the log</li> </ul>	
<b>Fees:</b> Nil	<b>Contact Teacher:</b> Mr G Hawke	<b>Rel. Head Teacher:</b> HSIE	
<p><b>How will this course help me in the future?</b>  For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments</p>			

<b>Course:</b> Ancient History 2 units for each of Year 11 and Year 12 Board Developed Course		<b>Course No:</b> 15020  <b>Exclusions:</b> Nil	
<b>Course Description</b> The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world. The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study key features and sources of an ancient society, personality and historical period.			
<b>Main Topics covered</b> The Year 11 course comprises of three sections: <ul style="list-style-type: none"> <li>Investigating Ancient History – (60 indicative hours including ‘The Nature of Ancient History’ and ‘Case Studies’) (Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies)</li> <li>Features of Ancient Societies. – (40 indicative hours) Students study at least two ancient societies.</li> <li>Historical Investigation. – (20 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 11</li> </ul> The HSC course comprises of four sections: <ul style="list-style-type: none"> <li>Core study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)</li> <li>One ‘Ancient Societies’ topic (30 indicative hours)</li> <li>One ‘Personalities in their time’ topic (30 indicative hours)</li> <li>One ‘Historical Periods’ topic. (30 indicative hours) (Historical concepts and skills are integrated with the studies undertaken in Year 12)</li> </ul>			
<b>Particular Course Requirements</b> In the Year 11 course, students undertake at least two case studies <ul style="list-style-type: none"> <li>One case study must be from Egypt, Greece, Rome or Celtic Europe, and</li> <li>One case study must be from Australia, Asia, the Near East or the Americas.</li> </ul> The Year 12 course requires study from at least two of the following areas: <ul style="list-style-type: none"> <li>Egypt</li> <li>Near East</li> <li>China</li> <li>Greece</li> <li>Rome</li> </ul>			
<b>Assessment: Year 11 and Year 12</b>			
<b>Year 11 Assessment</b>		<b>Year 12 Assessment</b>	
<b>Component</b>	<b>Weighting %</b>	<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course	40	Knowledge and understanding of course	40
Historical skills in the analysis and evaluation of sources and interpretations	20	Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20	Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20	Communication of historical understanding in appropriate forms	20
	<b>100</b>		<b>100</b>
<b>Year 11 Formal School-based assessment requirements</b>		<b>Year 12 Formal School-based assessment requirements</b>	
<ul style="list-style-type: none"> <li>Three assessment tasks</li> <li>The minimum weighting for an individual task is 20%</li> <li>The maximum weighting for an individual task is 40%</li> <li>One task may be a formal written examination</li> <li>One task must be an Historical Investigation with a weighting of 20-30%</li> </ul>		<ul style="list-style-type: none"> <li>A maximum of four assessment tasks</li> <li>The minimum weighting for an individual task is 10%</li> <li>The maximum weighting for an individual task is 40%</li> <li>One task may be a formal written examination with a maximum weighting of 30%</li> <li>One task must be an Historical Analysis with a weighting of 20-30%</li> </ul>	
Fees: Associated excursion costs Contact Teacher: Mr G Hawke Rel. Head Teacher HSIE			
<b>How will this course help me in the future?</b> Skills developed in the study of Ancient History are useful in a range of courses studied at university and TAFE NSW, as well as in the workforce, and everyday life. They are particularly applicable to law, teaching, medicine, travel and tourism, librarianship, communications, social work and journalism.  A high level of achievement in Ancient History is a good indicator of success at tertiary level in a wide range of courses.			

<b>Course:</b> HSC History Extension		<b>Course No:</b> 15280
1 unit HSC Board Developed Course		<b>Exclusions:</b> <u>Year 11</u> Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. <u>Year 12</u> Ancient History or Modern History is a co-requisite for Year 12 History Extension
<b>Course Description</b> The History Extension course provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertakes an individual investigate project, focusing on an area of changing historical interpretation.		
<b>Main Topics Covered</b> The course comprises two sections. <b>Constructing History (Minimum 40 indicative hours)</b> Key Questions: <ul style="list-style-type: none"> <li>• Who are historians?</li> <li>• What are the purposes of history?</li> <li>• How has history been constructed, recorded and presented over time?</li> <li>• Why have approaches to history changed over time? <ul style="list-style-type: none"> <li>• Case studies</li> </ul> </li> </ul> Students develop their understanding of significant historical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions <b>History Project</b> Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.		
<b>Particular Course Requirements</b> <b>Prerequisite:</b> Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.		
<b>Assessment: Year 12 Course only</b>		
<b>Component</b>	<b>Weighting %</b>	<b>Year 12 formal school-based assessment requirements</b>
Knowledge and understanding of significant historical ideas and processes	40	<ul style="list-style-type: none"> <li>• Three assessment tasks</li> <li>• One task may be a formal written examination with a weighting of 30%</li> <li>• One task must be the History Project – Historical process (proposal, process log, annotated sources) with a weighting of 30%</li> <li>• One task must be the History project – Essay with a weighting of 40%</li> </ul>
Skills in designing, undertaking and communicating historical inquiry and analysis	60	
	<b>100</b>	
Fees: Nil Contact Teacher: Mr M. Britt Rel. Head Teacher: HSIE		
<b>How will this course help me in the future?</b> HSC History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community.  In particular, the course will develop many higher order skills and methodologies that are of great value to students intending to undertake tertiary studies and are transferable between disciplines.		

**NOTE: THIS COURSE CAN ONLY BE SELECTED IN YEAR 12**

<b>Course:</b> Biology		<b>Course No:</b> 15030	
2 units for each of Year 11 and HSC Year 12 Board Developed Course			
<b>Course Description</b> The <i>Biology Stage 6 Syllabus</i> explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world. Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively. The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.			
<b>Topics Covered</b> <b>Year 11 Course</b> Module 1 – Cells as the Basis of Life Module 2 – Organisation of Living Things Module 3 – Biological Diversity Module 4 – Ecosystems Dynamics		<b>HSC Course</b> Module 5 – Heredity Module 6 – Genetic Change Module 7 – Infectious Disease Module 8 – Non-infectious Disease and Disorders	
<b>Particular Course Requirements</b> Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include: <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• fieldwork.</li> </ul> Secondary-sourced investigations include: <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information.</li> </ul> One fieldwork exercise must be completed in Year 11. Fifteen hours must be allocated to depth studies during both the Year 11 and HSC Course.			
Fees: Associated excursion and field work costs. Contact Teacher: Ms D Barron/Ms N Karazinov/ Mr M Enders Head Teacher: Mrs A Barrale			
<b>How will this course help me in the future?</b> Skills developed in Biology are useful in a range of courses studied at university and TAFE NSW, as well as in the workforce and everyday life. With Physics and/or Chemistry, Biology provides useful skills and knowledge for a range of careers including biological science, medical science, health, environmental science, food science, biotechnology and pharmacy.			

**Particular Course requirements**

**Footwear:** Fully enclosed leather shoes for all classes

<b>Course:</b> Business Studies		<b>Course No:</b> 15040	
2 units for each of Year 11 and Year 12 HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p><b>Course Description</b></p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>			
<p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b></p> <p>Nature of business (20%) – the role and nature of business          Business management (40%) – the nature and responsibilities of management          Business planning (40%) – establishing and planning a small to medium enterprise</p> <p><b>HSC Course</b></p> <p>Operations (25%) – strategies for effective operations management          Marketing (25%) – development and implementation of successful marketing strategies          Finance (25%) – financial information in the planning and management of business          Human resources (25%) – human resource management and business performance</p>			
<b>Assessment Requirements</b>			
<b>Year 11 Business Studies School-based assessment requirements</b>		<b>Year 12 Business Studies School-based assessment requirements</b>	
<b>Component</b>	<b>Weightings %</b>	<b>Component</b>	<b>Weightings %</b>
Knowledge and understanding of course content	40	Knowledge and understanding of course content	40
Stimulus-based skills	20	Stimulus-based skills	20
Inquiry and research	20	Inquiry and research	20
Communication of business information, ideas and issues in appropriate forms	20	Communication of business information, ideas and issues in appropriate forms	20
	<b>100</b>		<b>100</b>
The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> <li>• three assessment tasks</li> <li>• the minimum weighting for an individual task is 20%</li> <li>• the maximum weighting for an individual task is 40%</li> <li>• only one task may be a formal written examination</li> </ul>		The Year 12 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> <li>• a maximum of four assessment tasks</li> <li>• the minimum weighting for an individual task is 10%</li> <li>• the maximum weighting for an individual task is 40%</li> <li>• only one task may be a formal written examination with a maximum weighting of 30%</li> </ul>	
Fees: Associated excursion costs. Contact Teacher: Mrs M Pierce Rel. Head Teacher: HSIE			
<p><b>How will this course help me in the future?</b></p> <p>The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and TAFE NSW, as well as in the workforce and everyday life.</p> <p>Business Studies helps to prepare students for employment and full and active participation as citizens.</p>			



<b>Course:</b> Chemistry		<b>Course No:</b> 15050	
2 units for each of Year 11 and Year 12 HSC Board Developed Course			
<b>Course Description</b>			
<p>The <i>Chemistry Stage 6 Syllabus</i> 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.</p> <p>The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and 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 is often the unifying link between interdisciplinary studies.</p> <p>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.</p>			
<b>Topics Covered Year 11 Course</b>		<b>HSC Course</b>	
Module 1 – Properties and Structures of Matter		Module 5 – Equilibrium and Acid Reactions	
Module 2 – Introduction to Quantitative Chemistry		Module 6 – Acid / base Reactions	
Module 3 – Reactive Chemistry		Module 7 – Organic Chemistry	
Module 4 – Drivers of Reactions		Module 8 – Applying Chemical Ideas	
<b>Particular Course Requirements</b>			
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• fieldwork.</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information</li> </ul> <p>Fifteen hours must be allocated to depth studies during both the Year 11 and HSC Course.</p>			
<p>Fees: Associated excursion and field work costs.</p> <p>Contact Teacher: Mrs C Clouston                      Head Teacher: Mrs A Barrale</p>			
<b>How will this course help me in the future?</b>			
<p>This course is highly recommended preparation for many science based tertiary courses. It is especially appropriate for students interested in chemistry, biochemistry, environmental sciences, medicine, health sciences, food science, metallurgy and chemical engineering.</p>			
<b>Particular Course requirements</b>			
<u>Footwear:</u> Fully enclosed leather shoes for all classes			

<b>Course:</b> Community and Family Studies		<b>Course No:</b> 15060	
2 units for each of Year 11 and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description</b> Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b>			
<b>Resource Management:</b> Basic concepts of resource management (approximately 20% of course time).			
<b>Individuals and Groups:</b> The individual's roles, relationships and tasks within & between groups (approximately 40% of course time).			
<b>Families and Communities:</b> Family structures and functions and the interaction between family and community (approximately 40% of course time).			
<b>HSC Course</b>			
<b>Research Methodology:</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).			
<b>Groups in Context:</b> The characteristics and needs of specific community groups (approximately 25% of course time).			
<b>Parenting and Caring:</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).			
<b>HSC Option Modules</b>			
The impact of evolving technologies on individuals and lifestyle. (approximately 25% of course time):			
<b>Family &amp; Societal Interactions:</b> Impact of Family and Community supporting wellbeing and functioning in society			
<b>Particular Course Requirements</b>			
Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Section I – Core Part A Objective response questions (20)	20	Knowledge and understanding of course content	40
Part B Short answer questions (8)	55		
Section II – Options Candidates answer the questions on the option they have studied. There are three questions from chosen option: 2 x Short answer parts worth 10 marks 1 x An extended response part worth 15 marks	25	Skills in critical thinking, research methodology, analysing and communicating	60
	100		100
Fees: Excursion related costs/course study costs Contact Teacher: Mr E Neate/Mrs J Morrison Head Teacher: Mr E Neate			
<b>How will this course help me in the future?</b>			
This course develops skills and understanding that are relevant to life after school. It helps students to set goals and make decisions about themselves, their families and the community.			
It is relevant to a wide range of further study at both TAFE and university and has particular application in careers such as Business Management, Human Resource Management, Teaching, Social Work, Nursing, Counselling and Marketing.			

<b>Course:</b> Dance		<b>Course No:</b> 15070	
2 units for each of Year 11 and HSC Board Developed Course <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<p><b>Year 11 Course</b> Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are: Performance (40%) Composition (20%) Appreciation (20%) Additional (20%)(to be allocated by the teacher to suit the specific circumstances/context of the class).</p> <p><b>HSC Course</b> Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology Core (60%) - Performance 20%, Composition 20%, Appreciation 20% Major Study (40%) - Performance or Composition or Appreciation or Dance and Technology.</p>			
<p><b>Particular Course Requirements</b> The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses. The published <i>Course Prescriptions</i>, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation. <i>Students do not need to have any prior experience with Dance, however, it is recommended.</i> <i>It should be noted that Dance is a physically demanding subject and students should be prepared to bring a change of clothes to dance in. e.g. dance/trackpants, PE shorts, tights and a t-shirt. 2 x A4 Visual Arts Diaries are required. No shoes are required.</i></p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<b>Core Performance</b> Solo dance and Informal Discussion	20	<b>Core Performance</b>	20
<b>Core Composition</b> Solo composition and rationale and elaboration performed by another student	20	<b>Core Composition</b>	20
<b>Core Appreciation</b> A written examination (one hour)	20	<b>Core Appreciation</b>	20
<b>Major Study</b> <b>Major Study Performance</b> One solo dance and Informal Discussion, <b>or</b> <b>Major Study Composition</b> One dance composition: Group dance (2-3), rationale and elaboration, <b>or</b> <b>Major Study Appreciation</b> Written examination: 1 1/4-hours, <b>or</b> <b>Major Study– Dance &amp; Technology</b> Option 1: Choreographing the Virtual Body. Presentation of a choreographed work using 3D animation software, rationale and elaboration, <b>or</b> Option 2: Film and Video. Presentation filmed and edited choreographed work, rationale and elaboration	40	Development of Major Study	40
	100		100
Fees: \$20 + 2 x A4 Visual Arts Diaries Contact Teacher: Mrs B Nicol Head Teacher: Mrs L Akhurst			
<p><b>How will this course help in the future?</b> Dance provides students with a variety of skills, which will be beneficial to them in any career, as it requires discipline, focus and commitment. Students problem-solve in a creative way through performance, composition and writing about Dance works of art. It would be particularly useful for those who may be considering a dance/performance/fitness related career such as choreography, dance teaching, dance therapy, physiotherapy, dance writing and criticism, sports therapy &amp; personal training.</p>			

<b>Course:</b> Drama		<b>Course No:</b> 15090	
2 units for each of Year 11 and HSC Board Developed Course <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<p><b>Year 11 Course</b> Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas and exploration of play texts.</p> <p><b>HSC Course</b> Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the <b>Individual Project</b>, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Script-writing <b>or</b> Video Drama.</p>			
<p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b> Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles</p> <p><b>HSC Course</b> Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project</p>			
<p><b>Particular Course Requirements</b> The Year 11 course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects. Students will study 1 or 2 texts, both theoretically and experimentally.</p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<b>Written Examination</b> Section I – Studies in Australian Theatre One extended response question	20	Making	40
		Critically Studying	30
		Performing	30
			100
Section II – Studies in Drama and Theatre Candidates answer one extended response question	20		
<b>Group Performance</b>	30		
<b>Individual Project</b>	30		
	100		
Fees: \$10 + Associated excursion costs. Contact Teacher: Ms S Thomas/Ms M Davidson Head Teacher: Mrs L Akhurst			
<p><b>How will this course help me in the future?</b> Students who wish to pursue a career in theatre or the entertainment industry, or in public relations and media communications can gain experience and confidence through this course.</p>			

<b>Course:</b> Earth and Environmental Science		<b>Course No:</b> 15100	
2 units for each of Year 11 and HSC Board Developed Course			
<b>Course Description</b>			
<p>The <i>Earth and Environmental Science Stage 6 Syllabus</i> explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.</p> <p>The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.</p> <p>Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.</p> <p>The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.</p> <p>The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.</p>			
<b>Topics Covered</b>		<b>HSC Course</b>	
<b>Year 11 Course</b>			
Module 1 – Earth's Resources		Module 5 – Earth's Processes	
Module 2 – Plate Tectonics		Module 6 – Hazards	
Module 3 – Energy Transformations		Module 7 – Climate Science	
Module 4 – Human Impacts		Module 8 – Resource Management	
<b>Particular Course Requirements</b>			
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>fieldwork.</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>locating and accessing a wide range of secondary data and/or information</li> <li>using and reorganising secondary data and/or information.</li> </ul> <p>One fieldwork exercise must be included in Year 11 and Year 12.</p> <p>Fifteen hours must be allocated to depth studies during both the Year 11 and HSC Course.</p>			
Fees: Associated excursion and field work costs. Head Teacher: Mrs A Barrale		Contact Teacher: Mrs L Rolfe/Ms K Martin	
<b>How will this course help me in the future?</b>			
<p>This subject is important preparation for students interested in pursuing further studies in Geology, Engineering, metallurgy and Environmental Management and Monitoring.</p>			

**Particular Course requirements**

**Footwear:** Fully enclosed leather shoes for all classes

<b>Course:</b> Economics		<b>Course No:</b> 15110	
2 units for each of Year 11 and Year 12 HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description</b>			
Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.			
<b>Main Topics Covered</b>			
<b>Year 11 Course:</b>			
<u>Introduction to Economics</u> - the nature of the economy and create the diversity of economies found in the world			
<u>Consumers and Business</u> – the role of consumers and business in the economy			
<u>Markets</u> – the role of markets, demand, supply and competition			
<u>Labour Markets</u> – the workforce and role of labour in the economy			
<u>Financial Markets</u> - the financial market in Australia including the share market.			
<u>Government in the Economy</u> - the role of government in the Australian economy			
<b>HSC Course:</b>			
<u>The Global Economy</u> – features of the global economy and globalisation			
<u>Australia's Place in the Global Economy</u> - Australia's trade and finance			
<u>Economic Issues</u> – issues including growth, unemployment, inflation, wealth and management			
<u>Economic Policies and Management</u> – the range of policies to manage the economy			
<b>Assessment Requirements</b>			
<b>Year 11 Economics School-based assessment requirements</b>		<b>Year 12 Economics School-based assessment requirements</b>	
<b>Component</b>	<b>Weightings %</b>	<b>Component</b>	<b>Weightings %</b>
Knowledge and understanding of course content	40	Knowledge and understanding of course content	40
Stimulus-based skills	20	Stimulus-based skills	20
Inquiry and research	20	Inquiry and research	20
Communication of economic information, ideas and issues in appropriate forms	20	Communication of economic information, ideas and issues in appropriate forms	20
	<b>100</b>		<b>100</b>
The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> <li>• three assessment tasks</li> <li>• the minimum weighting for an individual task is 20%</li> <li>• the maximum weighting for an individual task is 40%</li> <li>• only one task may be a formal written examination</li> </ul>		The Year 12 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> <li>• a maximum of four assessment tasks</li> <li>• the minimum weighting for an individual task is 10%</li> <li>• the maximum weighting for an individual task is 40%</li> <li>• only one task may be a formal written examination with a maximum weighting of 30%</li> </ul>	
Fees: Associated excursion costs. Contact Teacher: Mrs M Pierce Rel. Head Teacher: HSIE			
<b>How will this course help me in the future?</b>			
The study of Economics Stage 6 allows students to develop knowledge and understanding, skills, attitudes and values using subject matter and methodology that suit their interests. The course benefits students when they pursue further education and training, employment and active participation as citizens.			

<b>Course:</b> Engineering Studies		<b>Course No:</b> 15120	
2 units for each of Year 11 and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description</b> Both Year 11 and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.			
<b>Main Topics Covered</b> <b>Year 11 Course</b> Students undertake the study and develop an engineering report for each of 4 modules: three application modules (based on engineered products). At least one product is studied from each of the following categories: Engineering fundamentals; Engineered products and braking systems one focus module relating to the field of Bio-Engineering <b>HSC Course</b> Students undertake the study and develop an engineering report for each of 4 modules: two application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport. two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.			
<b>Particular Course Requirements</b> Students develop an engineering report for each module studied. At least one report in each of the Year 11 and the HSC courses must be the result of collaborative work.			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<i>Section One</i> Objective response questions	20	Knowledge and understanding of engineering principles and developments in technology.	50
<i>Section Two</i> Short-Answer questions	80	Skills in research, problem solving and communication related to engineering.	30
		Understanding of the scope and role of engineering including management and problem solving.	20
	100		100
Fees: \$20 per year Rel. Head Teacher: Mrs J Sellars			
<b>How will this course help me in the future?</b> Engineering has a vast diversity of disciplines including mechanical, manufacturing, design, biomedical, electrical, communications, and maritime and aeronautics.  It should be emphasised that there is a high demand for engineers presently and particularly female engineers.  Students also interested in pursuing metal, telecommunications, or aeronautical trades will benefit greatly from the study of this subject.			

<b>Course:</b> Food Technology		<b>Course No:</b> 15180	
2 units for each of Year 11 and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p><b>Course Description</b> The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>			
<p><b>Main Topics Covered</b> <b>Year 11 Course</b> Food Availability and Selection (30%) Food Quality (40%) Nutrition (30%) <b>HSC Course</b> The Australian Food Industry (25%) Food Manufacture (25%) Nutrition Issues (25%) Food Product Development (25%)</p>			
<p><b>Particular Course Requirements</b> There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Section I Objective response questions	20	Knowledge and understanding of food technology	20
Section II Short answer questions	50	Skills in researching, analysing and communicating food issues	30
Section III Candidates answer one structured extended response question	15	Skills in experimenting with and preparing food by applying theoretical concepts	30
Section IV Candidates answer one extended response question	15	Skills in designing, implementing and evaluating solutions to food situations	20
	100		100
<p>Fees: \$80 per year Rel. Head Teacher: Mrs J Sellars</p>			
<p><b>How will this course help me in the future?</b> This course will provide you with the knowledge, skills and attitudes to contribute positively to your own pathways to employment or further education at TAFE NSW or university. The study of Food Technology will give you credit transfer in some certificate and diploma courses at TAFE NSW and other registered training authorities. Career options might include dietetics, food technology, teaching, nutrition and nursing.</p>			



<b>Course:</b> Geography		<b>Course No:</b> 15190	
2 units for each of Year 11 and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description</b>			
<p>The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment, both human and physical and demonstrates the relevance of geographical study.</p>			
<b>Year 11 Course</b>			
<p>Biophysical Interactions – how biophysical processes contribute to sustainable management.          Global Challenges – geographical study of issues at a global scale.          Senior Geography Project – a geographical study of student's own choosing.</p>			
<b>HSC Course</b>			
<p>Ecosystems at Risk – the functioning of at risk ecosystems, their management and protection.          Urban Places – study of cities and urban dynamics.          People and Economic Activity – geographic study of economic activity in a local and global context.</p>			
<b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.			
<b>Particular Course Requirements</b>			
Students complete a Senior Geography Project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and HSC courses			
<b>Assessment Requirements</b>			
<b>Year 11 Geography School-based Assessment</b>		<b>Year 12 Geography School-based Assessment</b>	
<b>Component</b>	<b>Weightings</b>	<b>Component</b>	<b>Weightings</b>
Knowledge and understanding of course content	40	Knowledge and understanding of course content	40
Geographical tools and skills	20	Geographical tools and skills	20
Geographical inquiry and research, including fieldwork	20	Geographical inquiry and research, including fieldwork	20
Communication of geographical information, ideas and issues in appropriate forms	20	Communication of geographical information, ideas and issues in appropriate forms	20
	100		100
<b>Year 11 assessment program requirements:</b>		<b>Year 12 assessment program requirements:</b>	
<ul style="list-style-type: none"> <li>• three assessment tasks</li> <li>• minimum weighting for individual task is 20%</li> <li>• maximum weighting for individual task is 40%</li> <li>• only one task may be formal written examination</li> <li>• one task must be the Senior Geography Project with a weighting of 30-40%</li> </ul>		<ul style="list-style-type: none"> <li>• a maximum of four assessment tasks</li> <li>• minimum weighting for individual task is 10%</li> <li>• maximum weighting for individual task is 40%</li> <li>• only one task may be formal written examination with a maximum weighting of 30%</li> </ul>	
<b>Fees:</b> Associated excursion/fieldwork costs <b>Contact Teacher:</b> <b>Rel. Head Teacher:</b> HSIE			
<b>How will this course help me in the future?</b>			
<p>Geography gives students a broad range of skills to interpret the world around them. All careers, including law, tourism and business will benefit from the study of Geography. The managers of the future must think globally and act locally. Geography gives them a head start.</p> <p>Geography explains why events occur in our world through the use of technology and experiential learning. Understanding geography assists students in becoming active and informed citizens who are able to identify the role governments, businesses and others play in affecting the world around us.</p>			

<b>Course:</b> Industrial Technology – Multimedia		<b>Course No:</b> 15200	
2 units for each of Year 11 and HSC Board Developed Course <b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses (This course cannot be studied in conjunction with Industrial Technology – Multimedia <b>or</b> Timber Products and Furniture Industries)			
<b>Course Description</b> Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.			
<b>Year 11 Course</b> The following sections are taught in relation to the relevant focus area: Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety Design, Management – designing, drawing, computer applications, project management Workplace Communication – literacy, calculations, graphics Industry-specific Content and Production.			
<b>HSC Course</b> The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry: Industry Study Design, Management and Communication Production Industry Related Manufacturing Technology.			
<b>Particular Course Requirements</b> In the Year 11 course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 1½-hour written examination Section I	40	Industry Study	15
10 Multiple choice questions Industry focus Section II	(10)	Major Project	60
Short answer questions – Industry focus Section III	(15)	Related Manufacturing	25
One extended question – Industry Study Major Project and related management folio	(15)		
	60		
	100		100
Fees: \$30 per year Rel. Head Teacher: Mrs J Sellars			
<b>How will this course help me in the future?</b> Students with an interest in pursuing a career in the media industries such as advertising, internet and webpage construction, graphic arts, communications, video media, and animation are strongly encouraged to consider this course.			

<b>Course:</b> Industrial Technology - Timber Products and Furniture Industries.		<b>Course No:</b> 15200	
2 units for each of Year 11 and HSC Board Developed Course <b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses e.g. Construction (This course cannot be studied in conjunction with Industrial Technology – Multimedia)			
<b>Course Description</b> Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.			
<b>Year 11 Course</b> The following sections are taught in relation to the relevant focus area: Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety Design, Management – designing, drawing, computer applications, project management Workplace Communication – literacy, calculations, graphics Industry-specific Content and Production.			
<b>HSC Course</b> The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry: Industry Study Design, Management and Communication Production Industry Related Manufacturing Technology.			
<b>Particular Course Requirements</b> In the Year 11 course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 1½-hour written examination Section I 10 Multiple choice questions Industry focus	40 (10)	Industry Study Major Project	15 60
Section II Short answer questions – Industry focus	(15)	Related Manufacturing	25
Section III One extended question – Industry Study Major Project and related management folio	(15) 60		
	100		100
Fees: \$70 per year + Major Project requirements Rel. Head Teacher: Mrs J Sellars			
<b>How will this course help me in the future?</b>  Having successfully studied this course, students will have developed skills in: The use of a wide variety of hand and power tools Using selected wood-based machinery Incorporating new technologies into projects Designing and managing a project to completion Communicating concept and planning ideas.  The marks for this course are eligible for inclusion in the ATAR.			

<b>Course:</b> Industrial Technology – Metal and Engineering Technologies <b>Course No:</b> 15200			
2 units for each of Year 11 and HSC Board Developed Course <b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses (This course cannot be studied in conjunction with Industrial Technology – Multimedia <b>or</b> Timber Products and Furniture Industries)			
<b>Course Description</b> Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.			
<b>Year 11 Course</b> The following sections are taught in relation to the relevant focus area: Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety Design, Management – designing, drawing, computer applications, project management Workplace Communication – literacy, calculations, graphics Industry-specific Content and Production.			
<b>HSC Course</b> The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry: Industry Study Design, Management and Communication Production Industry Related Manufacturing Technology.			
<b>Particular Course Requirements</b> In the Year 11 course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 1½-hour written examination Section I 10 Multiple choice questions Industry focus	40  (10)	Industry Study  Major Project	15  60
Section II Short answer questions – Industry focus	(15)	Related Manufacturing	25
Section III One extended question – Industry Study Major Project and related management folio	(15)  60		
	100		100
Fees: \$80 per year + Major Project requirements Rel. Head Teacher: Mrs J Sellars			
<b>How will this course help me in the future?</b>  Having successfully studied this course, students will have developed skills in: The use of a wide variety of hand and power tools Using selected metal-based machinery Incorporating new technologies into projects Designing and managing a project to completion Communicating concept and planning ideas.  The marks for this course are eligible for inclusion in the ATAR.			

## Not being offered 2023

<b>Course:</b> Information Processes and Technology		<b>Course No:</b> 15210	
2 units for each of Year 11 and HSC Board Developed Course		<b>Exclusions:</b> Computing Applications CEC	
<p><b>Course Description</b> Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.</p>			
<p><b>Year 11 Course: Introduction to Information Skills and Systems (20%)</b> Information Systems in Context Information Processes The nature of data and information Reasons for digital data representation Social and ethical issues</p> <p><b>Tools for Information Processes (50%)</b> Collecting Organising Analysing Storing and Retrieving Processing Transmitting and Receiving Displaying Integration of processes</p> <p><b>Developing Information Systems (30%)</b> Traditional stages in developing a system Complexity of systems Roles of people involved in systems development Social and ethical issues</p>		<p><b>HSC Course</b></p> <p><b>Project Management (20%)</b> Techniques for managing a project Understanding the problem Planning Designing solutions Implementing Testing, evaluating and maintaining</p> <p><b>Information Systems and Databases (20%)</b> Information Systems Data information systems Organisation Storage and retrieval Other information processes Issues related to information systems</p> <p><b>Communication Systems (20%)</b> Characteristics of communication systems Examples of communication systems Transmitting and receiving in communication systems Other Information Processes in communication systems Managing communication systems Issues related to communication systems</p> <p><b>Option Strands (40%)</b> Students will select <b>TWO</b> of the following options: Transaction Processing Systems Decision Support Systems Automated Manufacturing Systems Multimedia Systems</p>	
<p><b>Particular Course Requirements</b> There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course. The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Year 11 and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.</p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Section I – Core Objective response questions	20	Project Management	20
Section II – Core Short answer questions	40	Information Systems and Databases	20
Section III – Options Candidates answer <b>TWO</b> questions on the options they have studied	40	Communication Systems	20
		Option Strands	40
	100		100
<p>Fees: \$30 per year + 1GB USB Memory Stick Contact Teacher: Mrs J Sellars/ Mr C Louie Rel. Head Teacher: Mrs J Sellars</p>			
<p><b>How will this course help me in the future?</b> Students who successfully complete this course will be competent, confident and discriminating users of information processes and technology. They will be well prepared to pursue further education and employment across a wide range of careers.</p>			

<b>Course:</b> Investigating Science		<b>Course No:</b> 15215	
2 units for each of Year 11 and HSC Board Developed Course			
<b>Course Description</b>			
<p>The <i>Investigating Science Stage 6 Syllabus</i> is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.</p> <p>The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.</p> <p>The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p> <p>The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p>			
<b>Topics Covered</b>		<b>HSC Course</b>	
<b>Year 11 Course</b>		<b>Module 5 – Scientific Investigations</b>	
Module 1 – Cause and Effect - Observing		<b>Module 6 – Technologies</b>	
Module 2 – Cause and Effect – Inferences and Generalisations		<b>Module 7 – Fact or Fallacy?</b>	
Module 3 – Scientific Models		<b>Module 8 – Science and Society</b>	
Module 4 – Theories and Laws			
<b>Particular Course Requirements</b>			
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• fieldwork.</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information.</li> </ul> <p>* 30 hours must be allocated to depth studies within the 120 indicative course hours.</p>			
<p>Fees: Associated excursion and field work costs.  Contact Teacher: Ms Martin/Ms Barron                      Head Teacher: Mrs A Barrale</p>			
<b>How will this course help me in the future?</b>			
<p>The course enables students to improve their STEM (Science, Technology, Engineering &amp; Mathematics) skills and prepare for employment in areas including Law, Business Studies, Science, Medicine. The course provides students opportunities for further academic study, collaborative learning, independent thinking and problem-solving. Skills developed are useful in a range of courses studied at University and TAFE, as well as in the workforce and everyday life.</p>			
<b>Particular Course requirements</b>			
<b>Footwear:</b> Fully enclosed leather shoes for all classes			

<b>Course:</b> Japanese Beginners	<b>Course No:</b> 15820
2 units for each of Year 11 and HSC Board Developed Course <b>Exclusions:</b> Japanese Continuers; Japanese Extension. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Ace 8008 of the Board's <i>ACE Manual</i> .	
In the Year 11 and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the Japanese-speaking communities</i> , provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.	
<b>Main Topics Covered</b>	
-Family life, home and neighbourhood -Education and work -Holidays, travel and tourism	-People, places and communities -Friends, recreation and pastimes -Future plans and aspirations.
<b>Particular Course Requirements:</b> Nil	
Fees: Nil Contact Teacher: Mrs A Robinson/Mrs S Spence	Rel. Head Teacher: HSIE

**\*\*There are four Japanese Courses each with strict entry requirements. Most students will find Japanese Continuers appropriate.\*\***

<b>Course:</b> Japanese Continuers	<b>Course No:</b> 15830
2 units for each of Year 11 and HSC Board Developed Course <b>Prerequisites:</b> School Certificate Japanese or equivalent knowledge is assumed. <b>Exclusions:</b> Japanese Beginners. Strict eligibility rules apply to the study of this subject Check with your teacher or refer to Ace 8008 of the Board's <i>ACE Manual</i>	
<b>Course Description</b> The Year 11 and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.	
<b>Prescribed Themes</b>	<b>Mandatory Topics</b>
The individual	- Personal world - Leisure
	- Daily life - Future plans
The Japanese speaking communities	-Travelling in Japan - Cultural life
	- Living in Japan
The changing world	-The world of work
	- Current issues
Students' language skills are developed through tasks such as: Conversation Responding to an aural stimulus Responding to a variety of written material Writing for a variety of purposes Studying the culture of Japanese-speaking communities through texts.	
<b>**IF YOU STUDIED YEAR 9 &amp; 10 JAPANESE YOU MUST SELECT THIS OPTION.</b>	
<b>Particular Course Requirements:</b> Nil	
<b>Contact Teacher:</b> Mrs A Robinson/Ms S Spence	<b>Rel. Head Teacher:</b> HSIE

<b>Course:</b> Legal Studies		<b>Course No:</b> 15220	
2 units for each of Year 11 and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description</b> The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.			
<b>Year 11 Course</b> Part I – The Legal System (40% of course time) Part II – The Individual and the Law (30% of course time) Part III – The Law in Practice (30% of course time) The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. <b>This section may be integrated with Part I and Part II.</b>			
<b>HSC Course</b> Core Part I: Crime (30% of course time) Core Part II: Human Rights (20% of course time) Part III: Two options (50% of course time) <b>Two</b> options are chosen from: Consumers Global environment and protection Family Indigenous peoples Shelter Workplace World order. Each topic's <b>themes and challenges</b> should be integrated into the study of the topic.			
<b>Particular Course Requirements</b> No special requirements			
<b>Assessment Requirements</b>			
<b>Year 11 Legal Studies School-based Assessment</b>		<b>Year 12 Legal Studies School-based Assessment</b>	
<b>Component</b>	<b>Weighting</b>	<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	40	Knowledge and understanding of course content	40
Analysis and evaluation	20	Analysis and evaluation	20
Inquiry and research	20	Inquiry and research	20
Communication of legal information, issues and ideas in appropriate forms	20	Communication of legal information, issues and ideas in appropriate forms	20
	100		100
<b>Year 11 assessment program requirements:</b> <ul style="list-style-type: none"> <li>• three assessment tasks</li> <li>• minimum weighting for individual task is 20%</li> <li>• maximum weighting for individual task is 40%</li> <li>• only one task may be formal written examination</li> </ul>		<b>Year 12 assessment program requirements:</b> <ul style="list-style-type: none"> <li>• a maximum of four assessment tasks</li> <li>• minimum weighting for individual task is 10%</li> <li>• maximum weighting for individual task is 40%</li> <li>• only one task may be formal written examination with a maximum weighting of 30%</li> </ul>	
Fees: Associated excursion costs. Contact Teacher: Mr C Crispin Rel. Head Teacher: HSIE			
<b>How will this course help me in the future?</b> The course is not designed to prepare you for further study in the law (although it would certainly be of benefit if you were to study law at University), but rather prepare you to participate effectively in everyday life. The course is designed to foster intellectual, social and moral development by empowering students to think critically about the role of the law and legal institutions in society. As a consequence of this, legal studies will provide students with an understanding of the legal system, its principles, structures, institutions and processes. It is useful preparation for further study at TAFE NSW or university in a range of areas.			



<b>Course:</b> Mathematics Standard (Year 11 only)		<b>Course No:</b> 11235	
2 units Year 11 Board Developed Course <b>Prerequisites:</b> For students who intend to study the Mathematics Standard course, it is recommended that they study at least some of the Stage 5.2 content of <i>Mathematics Years 7–10 Syllabus</i> , particularly the Patterns and Algebra topics and <i>Trigonometry</i> , if not all of the content.  <b>Exclusions:</b> Students may <b>not</b> study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.			
<b>Course Description</b> Mathematics Standard focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.  The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.			
<b>Main Topics Covered-</b> Year 11 Course		<b>Subtopics</b>	
Algebra		Formulae & Equations	
Measurement		Linear Relationships	
Financial Mathematics		Applications of Measurement	
Statistical Analysis		Working with Time	
		Money Matters	
		Data Analysis	
		Relative Frequency & Probability	
<b>Internal Assessment</b>		<b>Weighting</b>	
A variety of assessment tasks across all of the content of the course.  50% of the Course assessment will be based on the students understanding, fluency and communication. Whilst the other 50% is primarily concerned with the students problem solving, reasoning and justification abilities.  For External HSC Examination requirements see Mathematics Standard 1 and Mathematics Standard 2 HSC Options.		Assessment Task 1 – Test	35%
		Assessment Task 2 – Assignment	25%
		Assessment Task 3 – Yearly Exam	40%
		100%	
Fees: Nil Head Teacher: Mr J Maranik			
<b>How will this course help me in the future?</b>  Mathematics Standard is designed to support vocational courses at TAFE NSW. It provides an appropriate mathematical background for students who wish to undertake university study in the areas of humanities, paramedical science and creative arts.  However, this course does not prepare students for further studies in mathematics beyond the HSC and may not be considered suitable preparation for university study in science or business areas.  Students should check recommendations for specific tertiary courses.			

## Two options for the HSC Mathematics Standard enrolments

<b>Course No's:</b> 11235 Year 11 Mathematics Standard 15231 HSC Mathematics Standard 1	<b>Course No's:</b> 11235 Year 11 Mathematics Standard 15236 HSC Mathematics Standard 2
2 Units Year 11 (Board Developed Course) 2 Units HSC (Board Developed Course)	2 Units Year 11 (Board Developed Course) 2 Units HSC (Board Developed Course)
<b>Mathematics Standard 1</b>	<b>Mathematics Standard 2</b>
Board Endorsed ATAR eligible – only with completion of optional HSC examination  The Year 11 Mathematics Standard course and the HSC Mathematics Standard 1 are designed to promote the development of knowledge, skills and understanding in the areas of mathematics that have direct application to the broad range of human activity. <b>Note:</b> The HSC Mathematics Standard 1 course will be subject to internal assessment only, and <b>an optional formal examination at the HSC is available that may contribute to an ATAR.</b>	Board Endorsed ATAR eligible  The Year 11 Mathematics Standard course and the HSC Mathematics Standard 2 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity.  The Year 11 Mathematics Standard/HSC Mathematics 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies
<b>Internal Assessment</b>	<b>Internal Assessment</b>
A variety of assessment tasks across all of the content of the course.  <b>An Optional HSC Assessment</b> The examination will consist of a written paper worth 80 marks. Time allowed 2hrs + 5mins reading time. A pair of compasses and a protractor may be used. A reference sheet will be provided.  The paper will consist of two sections:  <u>Section 1.</u> – 10 marks There will be objective-response questions to the value of 10 marks  <u>Section 2.</u> – 70 marks Questions may contain parts. There will be 30 to 35 items. At least two items worth 4 or 5 marks The examination will be based on the Mathematics Standard 1 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Year 11 Course notated by $\Delta$ will be assumed knowledge for this examination and may be examined.	A variety of assessment tasks across all of the content of the course.  Once the assessment of the HSC course has commenced, some Year 11 course work may be included in assessment tasks for Standard Mathematics.  <b>External Assessment</b> A single HSC examination  Calculators that meet NESA requirements (as advised through the Official Notices section of the NESA Bulletin) may be used.  The examination will consist of a paper worth 100 marks. Time allowed 2.5 hours + 5 mins reading time. A pair of compasses and a protractor may be used. A reference sheet will be provided.  <u>Section 1.</u> – 15 marks There will be objective-response questions. <u>Section 2.</u> - 85 marks Questions may contain parts. There will be 35 to 40 items. At least two items worth 4 to 5 marks. The Mathematics Standard 2 Year 12 course will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Year 11 course will be assumed knowledge for this examination and may be examined.
<b>Topics</b>	<b>Topics</b>
Financial Mathematics Statistical Analysis Measurement Algebra Networks	Financial Mathematics Statistical Analysis Measurement Algebra Networks
<b>How will this course help me in the future?</b> Mathematics Standard 1 is designed to support vocational courses at TAFE NSW. However, this course does not prepare students for further studies in Mathematics beyond the HSC and is not considered suitable preparation for university study in the Science or Business areas.  Students should check recommendations for specific tertiary courses.	
Fees: Nil Head Teacher: Mr J Maranik	

<b>Course:</b> Mathematics Advanced		<b>Course No:</b> 15255			
<p>2 units for each of Year 11 and HSC Board Developed Course</p> <p><b>Prerequisites:</b> For students who intend to study the Mathematics course, it is recommended that they study the topics <i>Algebraic Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras Theorem and Single Variable Data Analysis</i> as well as at least some of <i>Non-Linear Relationships and Properties of Geometrical Figures</i> from Stage 5.3 of Mathematics Years 7–10 Syllabus, if not all of the content.</p> <p><b>Exclusions:</b> Mathematics Standard</p>					
<p><b>Course Description</b></p> <p>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. Student's who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.</p>					
<p><b>Main Topics Covered</b></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b>Year 11 Course</b></p> <p>Working with Functions Trigonometry and Measures of Angles Trigonometric functions and identities Introduction to Differentiation Logarithms and Exponentials Probability and Discrete Probability Distributions</p> </td> <td style="vertical-align: top; width: 50%;"> <p><b>HSC Course</b></p> <p>Graphing Techniques Trigonometric Functions and Graphs Differential Calculus The Second Derivative Integral Calculus Modelling Financial Situations Descriptive Statistics and Bivariate Data Analysis Random Variables</p> </td> </tr> </table>				<p><b>Year 11 Course</b></p> <p>Working with Functions Trigonometry and Measures of Angles Trigonometric functions and identities Introduction to Differentiation Logarithms and Exponentials Probability and Discrete Probability Distributions</p>	<p><b>HSC Course</b></p> <p>Graphing Techniques Trigonometric Functions and Graphs Differential Calculus The Second Derivative Integral Calculus Modelling Financial Situations Descriptive Statistics and Bivariate Data Analysis Random Variables</p>
<p><b>Year 11 Course</b></p> <p>Working with Functions Trigonometry and Measures of Angles Trigonometric functions and identities Introduction to Differentiation Logarithms and Exponentials Probability and Discrete Probability Distributions</p>	<p><b>HSC Course</b></p> <p>Graphing Techniques Trigonometric Functions and Graphs Differential Calculus The Second Derivative Integral Calculus Modelling Financial Situations Descriptive Statistics and Bivariate Data Analysis Random Variables</p>				
<b>External Assessment</b>		<b>Internal Assessment</b>			
<p>The Mathematics Advanced examination will focus on the course objectives and the Year 12 outcomes. The year 11 course is assumed knowledge and may be assessed.</p> <p>A single HSC Examination The examination will consist of a paper worth 100 marks. Time allowed 3 hours + 10 mins reading time. A reference sheet will be provided.</p> <p><u>Section 1</u> – 10 marks There will be objective response questions.</p> <p><u>Section 2</u> – 90 marks Questions may contain parts. There will be 20 to 35 items, some worth 3-5 marks</p> <p>NESA approved calculators, geometrical instruments and approved geometrical templates may be used.</p>		<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's understanding fluency and communication, developed in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving reasoning and justification. A number of tasks including assignment or investigation style tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment in both components.</p> <p>Once the assessment of the HSC course has commenced, the Year 11 course is assumed knowledge and may be assessed.</p>			
<p>Fees: Nil Head Teacher: Mr J Maranik</p>					
<p><b>How will this course help me in the future?</b></p> <p>The mathematics course provides the minimum basis for entry into university courses requiring mathematics, including courses in science, engineering, computing, economics and business studies.</p> <p>Students intending to do tertiary studies should check recommendations for specific courses</p>					

<b>Course:</b> Mathematics Extension 1		<b>Course No:</b> 15250	
<p>1 unit in each of Year 11 (<i>Year 11 Mathematics Extension</i>) and HSC Board Developed Course</p> <p><b>Prerequisites:</b> For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 including optional substrands polynomials. Loarithms, function and other graph and circle Geometry of <i>Mathematics Years 7–10 Syllabus</i>.</p> <p><b>Corequisite:</b> Mathematics Advanced</p> <p><b>Exclusions:</b> Mathematics Standard</p>			
<p><b>Course Description</b></p> <p>The content of this 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 and are interested in the study of further skills and ideas in mathematics. 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 of 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 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.</p>			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b>		<b>HSC Course</b>	
Further work with Functions		Proof of Mathematical induction	
Polynomials		Introduction to Vectors	
Inverse Trigonometric Functions		Trigonometric Equations	
Further Trigonometric Identities		Further Calculus Skills	
Rates of Change		Applications of Calculus	
Working with Combinations		The Binomial Distribution	
<b>External Assessment</b>		<b>Internal Assessment</b>	
<p>The Mathematics Extension 1 examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.</p> <p>A Single HSC Examination The examination will consist of a paper worth 70 marks. Time allowed 2 hours + 10 mins reading time. A reference sheet will be provided.</p> <p><u>Section 1</u> – 10 marks There will be objective response questions.</p> <p><u>Section 2</u> – 60 marks There are 4 questions, each worth 15 marks. Each contain multiple parts.</p> <p>NESA approved calculators, geometrical instruments and approved geometrical templates may be used.</p>		<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's understanding fluency and communication, developed in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving reasoning and justification. A number of tasks including assignment or investigation style tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment in both components.</p> <p>School assessment for the Mathematics Extension 1 HSC course can be based on the whole of the Mathematics Extension 1 course (Year 11 and HSC courses).</p>	
<p>Fees: Nil Head Teacher: Mr J Maranik</p>			
<b>How will this course help me in the future?</b>			
<p>This course is aimed at students who require substantial mathematics at a tertiary level.</p> <p>It is recommended as a minimum basis for further studies in mathematics as a major discipline at university and for the study of mathematics in support of the physical and engineering sciences.</p> <p>Students wishing to undertake tertiary studies should check recommendations for specific courses.</p>			

<b>Course:</b> Mathematics Extension 2		<b>Course No:</b> 15260	
<p>1 unit for the HSC - this course is for Year 12 only  Board Developed Course  The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.  <b>Corequisites:</b> Mathematics Advanced, Mathematics Extension 1  <b>Exclusions:</b> Mathematics Standard</p>			
<p><b>Course Description</b>  The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject enhancing skills in tackling difficult unstructured problems, generalise, make connections and become fluent at communicating in a concise and systematic manner.</p>			
<p><b>Main Topics Covered</b>  The Nature of Proof  Further Proof by Mathematical Induction  Further work with Vector  Introduction to Complex Numbers  Using Complex Numbers  Further Integration  Applications of Calculus to Mechanics</p>			
<b>External Assessment</b>		<b>Internal Assessment</b>	
<p>A Single HSC Examination  The examination will consist of a paper worth 100 marks.  Time allowed 3 hours + 10 min reading time.  A reference sheet will be provided.</p> <p><u>Section 1</u> – 10 marks  There will be objective response questions</p> <p><u>Section 2</u> – 90 marks  There will be 6 questions, each worth 15 marks.  Each contain multiple parts.</p> <p>NESA approved calculators, geometrical instruments and approved geometrical templates may be used.</p>		<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's understanding fluency and communication developed in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning and justification, including an assignment or investigation style task. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment in both components. Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).</p>	
<p>Fees: Nil  Head Teacher: Mr J Maranik</p>			
<p><b>How will this course help me in the future?</b></p> <p>Students of outstanding mathematical ability should consider undertaking Extension 2.</p> <p>The course is excellent preparation for tertiary study in mathematics or science based courses. Students wishing to undertake tertiary studies should check recommendations for specific courses.</p>			

<b>Course:</b> Modern History 2 units for each of Year 11 and HSC Year 12 Board Developed Course	<b>Course No:</b> 15270  <b>Exclusions:</b> Nil			
<b>Course Description</b> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919-1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>				
<b>Course Structure</b> <b>Year 11 Course</b> <ol style="list-style-type: none"> <li>1. Investigating Modern History           <ul style="list-style-type: none"> <li>• The Nature of Modern History</li> <li>• Case Studies</li> </ul> </li> <li>2. Historical Investigation</li> <li>3. The Shaping of the Modern World</li> </ol> <b>Year 12 Course</b> <ul style="list-style-type: none"> <li>• <b>Authority in the Modern World 1919-1946</b></li> <li>• ONE National Studies topic</li> <li>• ONE peace and Conflict topic</li> <li>• ONE Change in the Modern World</li> </ul>	Year 11 Modern History School-based Assessment Requirements		Year 12 Modern History School-based Assessment Requirements	
	<b>Component</b>	<b>Weighting</b> %	<b>Component</b>	<b>Weighting</b> %
	Knowledge and understanding of course content	40	Knowledge and understanding of course content	40
	Historical skills in the analysis and evaluation of sources and interpretations	20	Historical skills in the analysis and evaluation of sources and interpretations	20
	Historical inquiry and research	20	Historical inquiry and research	20
<b>Year 11 formal school-based assessment requirements:</b> <ul style="list-style-type: none"> <li>• Three assessment tasks</li> <li>• Minimum weighting for individual task is 20%</li> <li>• Maximum weighting for individual task is 40%</li> <li>• One task may be a formal written examination</li> <li>• One task must be an Historical Investigation with a weighting of 20-30%</li> </ul>	Communication of historical understanding in appropriate forms	20	Communication of historical understanding in appropriate forms	20
<b>Year 12 formal school-based assessment requirements:</b> <ul style="list-style-type: none"> <li>• Maximum of four assessment tasks</li> <li>• Minimum weighting for individual task is 10%</li> <li>• Maximum weighting for individual task is 40%</li> <li>• One task may be formal written exam with maximum weighting of 30%</li> <li>• One task must be an Historical investigation with a weighting of 20-30%</li> </ul>		<b>100</b>		<b>100</b>
<b>Particular Course Requirements</b> <p>In the Year 11 course, <b>one Case Study</b> must be from Europe, North America or Australia (see list A on p.18 of the syllabus). <b>One Case Study</b> must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus).</p> <p>The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.</p> <p>In Year 12, students are required to study at least one non-European/Western topic, for example: India 1942-1984, Conflict in the Pacific 1937-1951, The Cultural Revolution to Tiananmen Square 1966-1989.</p>				
Fees: Associated excursion costs. Contact Teacher: Mr G Hawke Rel. Head Teacher: HSIE				
<b>How will this course help me in the future?</b> The skills learned in this course are especially applicable to law, teaching, communications, social work and journalism.				

<b>Course:</b> Music 1		<b>Course No:</b> 15290	
2 units for each of Year 11 and HSC Board Developed Course <b>Exclusions:</b> Music 2			
<b>Course Description</b> In the Year 11 and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.			
<b>Main Topics Covered</b> Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music, and for many, it will serve as a pathway for further training and employment in the music industry or in contemporary music fields.  Students study three topics in each year of the course. These topics include Popular Music, Music for Small Ensembles, Rock Music, Music for Film, TV, Radio and Multimedia, An Instrument and Its Repertoire and Music of the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries.  Students will develop knowledge and understanding about the use of the musical concepts and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres.  Learning an instrument is a key aspect of this course.			
<b>Particular Course Requirements</b> <b>HSC course</b> In addition to core studies in performance, composition, musicology and aural, students select <b>three</b> electives from any combination of performance, composition and musicology. These electives must represent <b>each</b> of the three topics studied in the course.  Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA to validate authorship of the submitted work.			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Written examination – Aural Skills(1 hour) Core Performance (one piece)	30  20	Core Performance Core Composition Core Musicology Core Aural	10 10 10 25
Electives Three electives from any combination of: Performance Composition Musicology	20 20 20	Elective 1 Elective 2 Elective 3	15 15 15
	110		100
Fees: \$20 per year Contact Teacher: Mr B Ross Head Teacher: Mrs L Akhurst			
<b>How will this course help me in the future?</b>  Music 1 provides many of the skills required in the diverse fields of the Music industry. Students may progress into music courses at TAFE NSW or University with a good foundation of knowledge and practical skills.  Music also provides knowledge and skills to enhance enjoyment of everyday life.			

<b>Course:</b> Personal Development, Health and Physical Education		<b>Course No:</b> 15320	
2 units for each of Year 11 and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description</b>			
<p>The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>			
<b>Year 11 Course</b>		<b>HSC Course</b>	
<b>Core Topics</b> (60%)		<b>Core Topics</b> (60%)	
Better Health for Individuals		Health Priorities in Australia	
The Body in Motion		Factors Affecting Performance	
<b>Optional Component</b> (40%)		<b>Optional Component</b> (40%)	
First Aid		Sports Medicine	
Fitness Choices		Improving Performance	
<b>Particular Course Requirements</b>			
In addition to core studies, students select <b>two</b> options in each of the Year 11 and HSC courses.			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Section I – Core		Knowledge and understanding of course content	40
Part A	20		
Objective response questions (20)			
Part B	40		
Short answer questions (6)			
Section II – Options		Skills in critical thinking, research and analysis	60
Candidates answer both questions on the <b>TWO</b> options they have studied.			
The first two questions in each option is 8 marks.			
The second question on each option will be an extended response worth 12 marks. (3 ½ page response)	40		
	100		100
<b>Fees:</b> Excursion related costs/course study costs (First Aid)(Prelim) + (Seminar HSC) <b>Contact Teacher:</b> Mr E Neate/Mr D Koen <b>Head Teacher:</b> Mr E Neate			
<b>How will this course help me in the future?</b>			
<p>Undertaking this course will provide foundation studies for those students with a special or vocational interest in human movement, and individual and community health issues.</p> <p>The course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, nursing, coaching or physical education teaching.</p>			



<b>Course:</b> Physics		<b>Course No:</b> 15330	
2 units for each of Year 11 and HSC Board Developed Course			
<b>Course Description</b>			
<p>The <i>Physics Stage 6 Syllabus</i> involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.</p> <p>The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p> <p>Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.</p> <p>The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.</p> <p>The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.</p>			
<b>Topics Covered</b>		<b>HSC Course</b>	
<b>Year 11 Course</b>		<b>Module 5 – Advanced Mechanics</b>	
Module 1 – Kinematics		Module 6 – Electromagnetism	
Module 2 – Dynamics		Module 7 – The Nature of Light	
Module 3 – Waves and Thermodynamics		Module 8 – From the Universe to the Atom	
Module 4 – Electricity and Magnetism			
<b>Particular Course Requirements</b>			
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• fieldwork</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information</li> </ul> <p>*15 hours must be allocated to depth studies during both the Year 11 and HSC Course.</p>			
<p>Fees: Associated excursion and field work costs.  Contact Teacher: Mrs C Clouston/Mr A Miller      Head Teacher: Mrs A Barrale</p>			
<b>How will this course help me in the future?</b>			
<p>Physics, either studied alone or in combination with another science subject, is highly recommended preparation for many science based university courses.</p> <p>Students interested in medical sciences, radiography, aviation and engineering courses and the defence forces should consider selecting Physics.</p>			

**Particular Course requirements**

Footwear: Fully enclosed leather shoes for all classes

<b>Course:</b> Society and Culture		<b>Course No:</b> 15350	
2 units for each of Year 11 and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description</b> 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).			
<b>Year 11 Course:</b> The Social and Cultural World – the interaction between persons and groups within societies Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings. Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them.			
<b>HSC Course:</b> <b>Core</b> Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study. The Personal Interest Project (PIP)– an individual research project.			
<b>Depth Studies</b> <u>Two to be chosen from:</u> Popular Culture – the interconnection between popular culture, society and the individual Belief Systems and Ideologies – the relationship of belief systems and Ideologies to culture and identity Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures. Social Conformity and Non Conformity – the nature of conformity and non conformity and its influences on the formation of peoples' attitudes and behaviours			
<b>Particular Course Requirements</b> Completion of Personal Interest Project in the HSC year.			
<b>Assessment Requirements</b>			
<b>Year 11 Society and Culture School-based Assessment requirements</b>		<b>Year 12 Society and Culture School-based Assessment requirements</b>	
<b>Component</b>	<b>Weighting</b>	<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	50	Knowledge and understanding of course content	50
Application and evaluation of social and cultural methods	30	Application and evaluation of social and cultural methods	30
Communication of information, ideas and issues in appropriate forms	20	Communication of information, ideas and issues in appropriate forms	20
	100		100
<b>Year 11 assessment program requirements:</b> <ul style="list-style-type: none"> <li>• three assessment tasks</li> <li>• minimum weighting for individual task is 20%</li> <li>• maximum weighting for individual task is 40%</li> <li>• only one task may be formal written examination</li> </ul>		<b>Year 12 assessment program requirements:</b> <ul style="list-style-type: none"> <li>• a maximum of four assessment tasks</li> <li>• minimum weighting for individual task is 10%</li> <li>• maximum weighting for individual task is 40%</li> <li>• only one task may be formal written examination with a maximum weighting of 30%</li> </ul>	
Fees: Associated excursion costs. Contact Teacher: Mrs C Neville/Mrs M Davidson/Mr M Murray Rel. Head Teacher: HSIE			
<b>How will this course help me in the future?</b>  Society and Culture prepares students for immediate transition to work or tertiary study in the humanities, social sciences, behavioural sciences, communication, business and law, but would provide useful skills for any university or TAFE NSW course.			



<b>Course:</b> Textiles and Design		<b>Course No:</b> 15390	
2 units for each of Year 11 and HSC Board Developed Course <b>Exclusions:</b> Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016			
<p><b>Course Description</b></p> <p>The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two Year 11 textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>			
<p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b> Design (40%) Properties and Performance of Textiles (50%) The Australian Textiles, Clothing, Footwear and Allied Industries (10%).</p> <p><b>HSC Course</b> Design (20%) Properties and Performance of Textiles (20%) The Australian Textiles, Clothing, Footwear and Allied Industries (10%) Major Textiles Project (50%).</p>			
<p><b>Particular Course Requirements</b></p> <p>In the Year 11 course students will undertake two Year 11 textile projects. Year 11 Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Year 11 Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>			
<b>Assessment: HSC Course only</b>			
External Assessment	Mark	Internal Assessment	Weighting
<b>Written Examination</b> Section I Objective response questions	10	Knowledge and understanding of textiles and the textile industry	50
Section II Short answer questions	25	Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	50
Section III Candidates answer one structured extended response question	15		
<b>Major Textiles Project</b>	50		
	100		100
Fees: \$40 per year + project requirements Rel. Head Teacher: Mrs J Sellars			
<p><b>How will this course help me in the future?</b></p> <p>The skills and knowledge acquired are useful for a career in the fashion industry, theatrical design and costumer, the textile industry, teaching, fibre and fabric research, craft work in textiles, interior design, advertising, marketing, commercial fabric buying and creative textile works.</p>			

<b>Course:</b> Visual Arts		<b>Course No:</b> 15400	
2 units for each of Year 11 and HSC Board Developed Course <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<b>Course Description</b> Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.			
<b>Year 11 Course</b> learning opportunities focus on: the nature of practice in artmaking, art criticism and art history through different investigations the role and function of artists, artworks, the world and audiences in the artworld the different ways the visual arts may be interpreted and how students might develop their own informed points of view how students may develop meaning and focus and interest in their work building understandings over time through various investigations and working in different forms.  <b>HSC Course</b> learning opportunities focus on: how students may develop their practice in artmaking, art criticism, and art history how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations how students may further develop meaning and focus in their work.			
Particular Course Requirements <b>Year 11 Course:</b> Artworks in at least two expressive forms and use of a process diary a broad investigation of ideas in art making, art criticism and art history. <b>HSC Course:</b> development of a body of work and use of a process diary a minimum of five Case Studies (4–10 hours each) deeper and more complex investigations in art making, art criticism and art history.			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 1½-hour written examination paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100
Fees: \$50 + Excursion costs and Body of Work costs in HSC year. Contact Teacher: Mrs L Akhurst/Mr M Cajic Head Teacher: Mrs L Akhurst			
<b>How will this course help me in the future?</b>  Students will develop skills and qualities that are relevant to many situations in the workplace and in further study. They will develop the confidence to express their individuality and acquire the skills to express these in a creative way. This course encourages tolerance and empathy for different values and beliefs as students' participation in Visual Arts will also strengthen their problem-solving and thinking skills especially in the area of visual communication. This course is recommended background for many university and TAFE NSW courses in Visual Arts and Design.			

Note: Course will involve a minimum of 2 excursions to relevant exhibitions at Major Art Galleries to consolidate Core Study Areas.

# **SECTION 3**

## **VET Course Information**

**HSC COURSE DESCRIPTIONS**

Vocational Education and Training courses are Higher School Certificate (HSC) courses for students which allow the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

Learning and assessment focuses on skill development and is *competency based*. A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, 1 x during the Year 11 course and 1 x during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit.

Employability Skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". The eight Employability Skills are:

- communication
- teamwork
- learning
- problem solving
- self-management
- technology
- initiative and enterprise
- planning and organising

## COURSES OFFERED AT NARARA VALLEY HIGH SCHOOL:

**Rel. Head Teacher:**

J Sellars

**Course:**

Business Services

Construction

Furniture Making

Hospitality–Kitchen Operations

+ Hospitality Uniform (extra cost)

Information & Digital Technology

Manufacturing and Engineering

Primary Industries

Retail Services

**Course Fee(per year):**

nil

\$50

\$85

\$110

\$80

nil

\$50

\$35

\$35

**Contact Teacher**

M Pierce

J Sellars/S Hunt

S Hunt

S. Anderson/T Green

C Louie

A Willets

S. Anderson

S Anderson

## Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

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

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

There are two types of Stage 6 VET courses available to students:

1. **Board Developed VET courses** count towards the HSC or RoSA and are classified as Category B subjects. These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 x Preliminary and/or HSC units. ONLY ONE Board Developed VET course may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Developed VET courses have specified workplace requirement and include a minimum of 70 hours of **mandatory** industry specific **work placement** that may include up to 50% simulated workplace hours at school as specified by NESA.

2. **Board Endorsed VET Courses** count towards the HSC or RoSA but do not have an HSC examination and therefore do not count in the calculations of the ATAR. Many Board Endorsed VET Courses have mandatory industry specific work placement as specified by NESA.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator, VET Teacher or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.



This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

Course: **Business Services**

Board Developed Course (240 hour) 26111

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank(ATAR)

By enrolling in a VET qualification with Public Schools NSW **Macquarie Park RTO 90222** you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business (Release 1) <https://training.gov.au/training/details/bsb30120> .

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 13 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

### Recommended Entry Requirements

Students must complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.

### Business Services Training Package (BSB 8.0) Units of Competency

#### Core

BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXC301	Engage in workplace communication

#### Electives

BSBTEC202	Use digital technologies to communicate in the work environment
BSBTEC303	Create electronic presentation
BSBOPS201	Work effectively in business environments
BSBINS302	Organise workplace information
BSBTEC301	Design and produce business documents
BSBTEC201	Use business software applications
BSBPEF301	Organise personal work priorities

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

### Pathways to Industry - Skills gained in this course transfer to other occupations

- working within the business services industry involves customer (client) service
- using technology to organise information
- creativity
- critical thinking
- problem solving

### Examples of occupations in the business services industry:

- medical administration
- office administration
- information desk operator
- clerical worker
- receptionist
- records and information administration

### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: Preliminary - NIL

HSC - NIL

Computer access at home preferred, but not essential.

### Refunds

Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

**2023 CONSTRUCTION COURSE DESCRIPTOR**  
**CPC20220 Certificate II in Construction Pathways +**  
**Statement of Attainment towards CPC20120 Certificate II in Construction**  
**Public Schools NSW, Macquarie Park RTO 90222**

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: **Construction**  
 Board Developed Course (240 hour) 26211

2 or 4 Preliminary and/or HSC units in total  
 Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Macquarie Park RTO 90222 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways, (Release 6) <https://training.gov.au/Training/Details/CPC20220> and the requirements for the Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20120> as outlined in the TAS.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.

**Construction, Plumbing and Services Training Package Units of Competency**

**Core Units**

- [CPCCWHS2001](#) Apply WHS requirements, policies and procedures in the Construction Industry
- [CPCCOM1012](#) Work effectively and sustainably in the Construction Industry
- [CPCCOM1013](#) Plan and organise work
- [CPCCVE1011](#) Undertake a basic construction project
- [CPCCOM1015](#) Carry out measurement and calculations

**Elective Units**

- [CPCCCM1011](#) Undertake basic estimation and costing
- [CPCCOM2001](#) Read and interpret plans and specifications
- [CPCCCA2002](#) Use carpentry tools and equipment
- [CPCCCA2011](#) Handle carpentry materials
- [CPCCCM2006](#) Apply basic levelling procedures
- [CPCCCM2005](#) Use construction tools and equipment
- [CPCCWHS1001](#) Prepare to work safely in the construction industry

Delete two options not delivered before use and delete this row

<b>Option 1</b>	CPCCBL2001 Handle and prepare bricklaying and blocklaying materials	+	CPCCBL2002 Use bricklaying and blocklaying tools and equipment
<b>Option 2</b>	CPCCWF2002 Use wall and floor tiling equipment	+	CPCCCM2013 Undertake basic installation of wall tiles
<b>Option 3</b>	CPCCJN2001 Assemble components	+	CPCCJN3004 Manufacture and assemble joinery components

**White Card** - CPCCWHS1001 - Prepare to work safely in the construction industry.

**The General Construction Induction Training (White Card) will be delivered as part of this course.**

A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. No online course is recognised by the Dept of Education. Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow students access to construction sites across Australia for work purposes.

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

- This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.
- This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

**Examples of occupations in the construction industry:**

This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites:

Carpentry	Joinery	Builder's labourer	Bricklaying
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**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

<b>COURSE COST:</b>	<b>Preliminary - \$50</b>	<b>HSC - \$50</b>	<b>White Card - \$100</b>	<b>Refunds</b>
				Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

**White Card will be delivered by external provider, on site.** \_\_\_\_\_

A school-based traineeship is available in this course, for more information: [click here](#)

**Exclusions:** VET course exclusions can be checked on the NESA website – [click here](#)



Education

## 2023 FURNITURE MAKING PATHWAYS DESCRIPTION MSF20516 Certificate II in Furniture Making Pathways

RTO 90162 Public Schools NSW, Macquarie Park

This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

Course: **Furniture Making Pathways**

Board Endorsed Course Code: 65635 (120hr)

2 units Preliminary or HSC

Does not contribute towards Australian Tertiary Admission Rank)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

### Furnishing Training Package Units of Competency

#### Core

MSMPC1103	Demonstrate care and apply safe work practices at work
MSFGN2001	Make measurements and calculations
MSFFP2001	Undertake a basic furniture making project

#### Electives

MSFFP2004	Apply domestic surface coatings
MSFFP2005	Join furnishing materials
MSFFP2006	Make simple timber joints
MSFFP2003	Prepare surfaces

**Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.**

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

### Recommended Entry Requirements

This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the furnishings and light manufacturing industry.

### Examples of occupations in the construction industry:

- Assistant cabinet maker
- Furniture making factory worker
- Furniture making labourer

### Mandatory HSC Course Requirements

Students must complete 120 indicative hours of course work to be eligible for the certificate. Students who do not meet these requirements will be 'N' determined as required by the NESA.

### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.

**Course Cost: - \$85**

#### Refunds

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

Students may study VET Furniture Making and Industrial Technology- Timber and Furniture Products, however cannot submit same projects for assessment in both courses.

2023 Course Descriptor **MSF20516 Certificate II in Furniture Making Pathways** Public Schools NSW **Macquarie Park RTO 90222**

V1.2 Updated March 2022 *Disclaimer: If you require accessible documents, please contact your VET coordinator for support*



This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

**Course: Hospitality**

Board Developed Course (240 hour) 26511

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Macquarie Park RTO 90222 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20416 Certificate II in Kitchen Operations (Release 1) <https://training.gov.au/Training/Details/SIT20416>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a hospitality environment. They should be able to use a personal digital device including a personal computer or laptop.

**Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency**Core

BSBWOR203 Work effectively with others  
 SITHCCC001 Use food preparation equipment  
 SITHCCC005 Prepare dishes using basic methods of cookery  
 SITHCCC011 Use cookery skills effectively  
 SITHKOP001 Clean kitchen premises and equipment  
 SITXFSA001 Use hygienic practices for food safety  
 SITXINV002 Maintain the quality of perishable items  
 SITXWHS001 Participate in safe work practice

Electives

SITHCCC002 Prepare and present simple dishes  
 SITHCCC003 Prepare and present sandwiches  
 SITHCCC006 Prepare appetisers and salads  
 BSBSUS201 Participate in environmentally sustainable work practices  
 SITXFSA002 Participate in safe food handling practices  
 SITHIND002 Source and use information on the hospitality industry

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

Working within the hospitality industry involves

- organising information and records in both paper and electronic forms
- customer (client) service

- teamwork
- using technologies
- creating documents

**Examples of occupations in the hospitality industry:**

- breakfast cook
- catering assistant
- fast food cook
- sandwich hand
- take-away cook
- function cook

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.

Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary - \$110****HSC - \$110**

**Students are required to purchase a full Chef's Uniform for an additional \$80.**

**Refunds**

Refund Arrangements on a pro-rata basis.  
 Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

Course: **Information and Digital Technology**  
 Board Developed Course (240 hour) 27311

2 or 4 Preliminary and/or HSC units in total  
 Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW Macquarie Park RTO 90222, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information and Digital Technology <https://training.gov.au/Training/Details/ICT30120>  
 You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 12 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

Students must complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in an information and digital technology environment and be able to use a personal digital device including a personal computer or laptop.

**Information and Communications Technology Units of Competency**

<b>Core</b>		<b>Electives</b>	
BSBCRT301	Develop and extend critical and creative thinking skills	BSBWHS311	Assist with maintaining workplace safety
BSBXCS303	Securely manage personally identifiable information and workplace information	ICTICT214	Operate application software packages
BSBXTW301	Work in a team	ICTSAS308	Run standard diagnostic tests
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	ICTWEB304	Build simple web pages
ICTPRG302	Apply introductory programming techniques	ICTWEB305	Produce digital images for the web
ICTSAS305	Provide ICT advice to clients	ICTWEB306	Develop web presence using social media

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

Working within the Information and Digital Technology industry involves customer (client) service

- using technology to organise information
- creativity
- critical thinking
- problem solving

**Examples of occupations in the Information Technology industry**

- Analyst programmer, IT Manager, Motion Graphics Designer, Web Developer, Network professional Systems Analyst

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.

Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for Information and Digital Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary - NIL HSC - NIL**  
**Computer access at home preferred but not essential.**

**Refunds**  
 Refund Arrangements on a pro-rata basis.  
 Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

## 2023 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTOR

### MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413

### Certificate II in Engineering Pathways

Public Schools NSW, Macquarie Park RTO 90222

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: **Manufacturing and Engineering - Introduction**  
Board Endorsed Course (240 hour) **59732**

2 or 4 Preliminary and/or HSC units in total  
There is not an Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in a VET qualification with Public Schools NSW, Macquarie Park RTO 90222 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> and <https://training.gov.au/Training/Details/MEM20413>.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement if applicable. Students selecting this course should be interested in working in the manufacturing engineering industry. Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.

#### Manufacturing and Engineering Training Package (MEM 2.1) Units of Competency

Core	Electives:
MEM13015 Work safely and effectively in manufacturing and engineering	MEM16006 Organise and communicate information
MEMPE006A Undertake a basic engineering project	MEM11011 Undertake manual handling
MEMPE005A Develop a career plan for the engineering and manufacturing industry	MEM12024 Perform computations
	MEM18001 Use hand tools
	MEM18002 Use power tools/handheld operations
	MEM16008 Interact with computing technology
	MEM07032 Use workshop machines for basic operations
	MEMPE001A Use engineering workshop machines
	MEMPE002A Use electric welding machines
	MEMPE004A Use fabrication equipment

Students may apply for Recognition of Prior Learning (RPL) and /or Credit Transfer before delivery, provided suitable evidence is submitted.

#### Pathways to Industry - Skills gained in this course transfer to other occupations

This qualification defines entry-level skills and knowledge to assist workers entering employment in engineering/manufacturing within the metal, engineering, manufacturing and associated industries.

#### Examples of occupations in the Manufacturing and Engineering industry:

- fitter
- refrigeration and air conditioning mechanic
- toolmaker
- machinist
- maintenance fitter

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment** There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

#### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

#### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary - \$50      HSC - \$50**

#### Refunds

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2023 Course Descriptor MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways  
Public Schools NSW, Macquarie Park RTO 90222 V1.2 Updated March 2022

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

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: Primary Industries  
 Board Developed Course (240 hour) 26811

2 or 4 Preliminary and/or HSC units in total  
 Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Macquarie Park RTO 90222 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of AHC20116 Certificate II in Agriculture <https://training.gov.au/Training/Details/AHC20116>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in an agricultural environment. They should be able to use a personal digital device including a personal computer or laptop.

**Agriculture, Horticulture and Conservation and Land Management Training Package Units of Competency**

**3 Core**

AHCWRK209 Participate in environmentally sustainable work practices  
 AHCWHS201 Participate in work health and safety processes  
 AHCWRK204 Work effectively in the industry practices.

**15 Electives**

AHCCHM201 Apply chemicals under supervision  
 AHCWRK201 Observe and report on weather  
 AHCLSK202 Care for health and welfare of livestock  
 AHCMOM202 Operate tractors  
 AHCINF202 Install, maintain and repair farm fencing  
 AHCWRK205 Participate in workplace communications  
 AHCPMG201 Treat weeds  
 AHCLSK204 Carry out regular livestock observation

**15 Electives (cont)**

AHCLSK205 Handle livestock using basic techniques  
 AHCLSK209 Monitor water supplies  
 AHCSOL202 Assist with soil or growing media sampling and testing  
 AHCNSY202 Care for nursery plants  
 AHCBIO201 Inspect and clean machinery for plant, animal and soil material.

**Schools to remove the elective group you are not delivering**

AHCLSK211 Provide feed for livestock (Animal option)  
 AHCLSK206 Identify and mark livestock (Animal option)  
 OR  
 AHCNSY201 Pot up plants (Plant option)  
 AHCNSY203 Undertake propagation activities

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

This qualification provides a general vocational outcome in agriculture. The qualification enables individuals to select a livestock production, plant or livestock context as a job focus.

**Examples of occupations in the agricultural industry:**

- farm or station hand/labourer
- nursery assistant
- assistant farm or station worker
- shearing hand
- livestock worker
- assistant animal attendant/stockperson

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for primary industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary - \$35      HSC - \$35**

**Refunds**

Refund Arrangements on a pro-rata basis.  
 Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: **Retail Services**  
 Board Developed Course (240 hour) 26911

2 or 4 Preliminary and/or HSC units in total  
 Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with **Public Schools NSW Macquarie Park RTO 90222** you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail (Release 4) <https://training.gov.au/training/details/sir30216>.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a retail environment. They should be able to use a personal digital device including a personal computer or laptop.

**Retail Services Training Package (SIR 7.0) Units of Competency**

**Core**

- SIRXCEG001 Engage the customer
- SIRXWHS002 Contribute to workplace health and safety
- SIRXRSK001 Identify and respond to security risks
- SIRXSLS001 Sell to the retail customer
- SIRXIND001 Work effectively in a service environment
- SIRXCOM002 Work effectively in a team
- SIRXCEG002 Assist with customer difficulties
- SIRXCEG003 Build customer relationships and loyalty

**Electives**

- SIRXMER001 Produce visual merchandise displays
- SIRXPDK001 Advise on products and services
- SIRRINV001 Receive and handle retail stock
- SIRRINV002 Control stock
- SIRXIND002 Organise and maintain the store environment
- SIRXSLS002 Follow point-of-sale procedures

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

Working within the retail services industry involves

- engaging the customer
- maintaining daily store operations
- delivering on organisational expectations
- having a sound knowledge of product and service offerings.

**Examples of occupations in the retail services industry:**

- frontline sales assistant
- customer service representative
- shop assistant
- retail supervisor
- quick service restaurant assistant

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary - \$35      HSC - \$35**

**Refunds**

Refund Arrangements on a pro-rata basis.  
 Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



# **SECTION 4**

## **Board Endorsed Courses**

**(including Content Endorsed Courses)**

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses **DO NOT COUNT** in the calculation of the Australian Tertiary Admission Rank (ATAR).

Content Endorsed Courses may be studied as Year 11 and/or HSC courses.

<b>Course:</b> Ceramics						
Content Endorsed Course <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.						
<p>Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.</p> <p>Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.</p> <p>This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.</p>						
<p><b>Main Topics Covered</b></p> <p>Modules include:</p> <ul style="list-style-type: none"> <li>▪ Handbuilding</li> <li>▪ Throwing</li> <li>▪ Sculptural Forms</li> <li>▪ Kilns</li> <li>▪ Glaze Technology</li> <li>▪ Casting</li> <li>▪ Surface Treatment</li> <li>▪ Mixed Media.</li> </ul> <p>The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module Ceramics Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more area of ceramics.</p>						
<p><b>Particular Course Requirements</b></p> <p>Students are required to keep a diary throughout the course.</p>						
<table> <tr> <td>Fees:</td> <td>\$50</td> </tr> <tr> <td>Contact Teacher:</td> <td>Mrs L Akhurst</td> </tr> <tr> <td>Head Teacher:</td> <td>Mrs L Akhurst</td> </tr> </table>	Fees:	\$50	Contact Teacher:	Mrs L Akhurst	Head Teacher:	Mrs L Akhurst
Fees:	\$50					
Contact Teacher:	Mrs L Akhurst					
Head Teacher:	Mrs L Akhurst					
<p><b>How will this course help me in the future?</b></p> <p>Students will be able to produce a presentable portfolio of ceramics pieces that can be used for entry to courses at TAFE NSW or university, where an art folio is required.</p>						

<b>Course:</b> Computing Applications	
Content Endorsed Course	
<b>Exclusions:</b>	Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.
<p>Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.</p> <p>Computing and related information is a 'hands-on' skills based course aimed at developing the student's abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.</p> <p>It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.</p>	
Fees:	\$30
Rel. Head Teacher:	Mrs J Sellars
<b>How will this course help me in the future?</b>	
<p>This course cannot be used for admission to university courses. It is a course which enables students to develop familiarity with common software packages.</p> <p>Computing applications may be used as a general introduction to computing. It will help develop students' technological literacy and will assist them in other courses they may be studying. This is a basic course which may also be undertaken by those interested in gaining basic competency skills.</p>	

<b>Course:</b> Exploring Early Childhood	
Content Endorsed Course	<b>Exclusions:</b> Nil
<p>Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.</p> <p>This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p>The study of this course will enable students to:</p> <ul style="list-style-type: none"> <li>▪ develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years</li> <li>▪ recognise the uniqueness of all children, including those who have special needs</li> <li>▪ become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play</li> <li>▪ identify the range of services developed and provided for young children and their families</li> <li>▪ consider the role of family and community in the growth, development and learning of young children</li> <li>▪ reflect upon potential implications for themselves as adults, in relation to young children</li> <li>▪ understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families</li> <li>▪ become aware of the work opportunities available in the area of children's services.</li> </ul>	
Fees:	\$20 per year
Contact Teacher:	Mr E Neate/Mrs N Ludlam/Mrs B Barnes
Head Teacher:	Mr E Neate
<p><b>How will this course help me in the future?</b></p> <p>The study of Exploring Early Childhood Content Endorsed Course Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, this study assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.</p> <p>There is the potential for credit transfer at TAFE.</p>	

<b>Course:</b> HSC Marine Studies – <b>see note below</b>	
Content Endorsed Course	<b>Exclusions:</b> Nil
<p>The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.</p> <p>The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources now and into the twenty first-century.</p> <p>Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.</p> <p>Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.</p> <p>Through Marine Studies students will develop:</p> <ul style="list-style-type: none"> <li>▪ knowledge, understanding and appreciation that promote sound environmental practices in the marine environment</li> <li>▪ the ability to cooperatively manage activities and communicate in a marine context</li> <li>▪ an ability to apply the skills of critical thinking, research and analysis</li> <li>▪ knowledge and understanding of marine industries and their interaction with society and with leisure pursuits</li> <li>▪ knowledge, understanding and skills in safe practices in the marine context.</li> </ul>	
Fees:	\$10 plus excursion related costs.
Contact Teacher:	Mrs L Rolfe/M Enders
Head Teacher:	Mrs A Barrale
<b>How will this course help me in the future?</b>	
<p>Marine Studies provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It provides an opportunity to instill in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments. While this course is focused on oceans, it provides scope for the study of the full range of waterways.</p>	

**NOTE:**

**This course is only available to students who have completed Marine Studies as an elective subject in Year 9 and Year 10.**

<b>Course:</b> Photography, Video and Digital Imaging						
Content Endorsed Course <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.						
<p><b>Course Description</b></p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>						
<p><b>Main Topics Covered</b></p> <p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> <li>▪ Wet Photography</li> <li>▪ Video</li> <li>▪ Digital Imaging.</li> </ul> <p>Modules include:</p> <ul style="list-style-type: none"> <li>▪ Introduction to the Field</li> <li>▪ Developing a Point of View</li> <li>▪ Traditions, Conventions, Styles and Genres</li> <li>▪ Manipulated Forms</li> <li>▪ The Arranged Image</li> <li>▪ Temporal Accounts.</li> </ul> <p>An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p>						
<p><b>Particular Course Requirements</b></p> <p>Students are required to keep a diary throughout the course.</p>						
<table> <tr> <td>Fees:</td> <td>\$90</td> </tr> <tr> <td>Contact Teacher:</td> <td>Mrs L Akhurst</td> </tr> <tr> <td>Head Teacher:</td> <td>Mrs L Akhurst</td> </tr> </table>	Fees:	\$90	Contact Teacher:	Mrs L Akhurst	Head Teacher:	Mrs L Akhurst
Fees:	\$90					
Contact Teacher:	Mrs L Akhurst					
Head Teacher:	Mrs L Akhurst					
<p><b>How will this course help me in the future?</b></p> <p>Photography can be used as a basis to provide many skills needed in a variety of creative commercial and artistic fields including, graphic arts, magazine, digital imaging, web design, fashion, film and television, photojournalism and tourism. It provides a useful background for TAFE and university courses in photography, digital imaging, fine arts and visual communications.</p>						

<p><b>Course:</b> Sport, Lifestyle and Recreation Studies</p>
<p>Content Endorsed Course  <b>Exclusions:</b> Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.</p>
<p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> <li>▪ knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>▪ knowledge and understanding of the principles that impact on quality of performance</li> <li>▪ an ability to analyse and implement strategies to promote health, activity and enhanced performance</li> <li>▪ a capacity to influence the participation and performance of self and others.</li> </ul> <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> <li>▪ Aquatics</li> <li>▪ Athletics</li> <li>▪ First Aid and Sports Injuries</li> <li>▪ Fitness</li> <li>▪ Gymnastics</li> <li>▪ Individual Games and Sports Application I and II</li> <li>▪ Outdoor Recreation</li> <li>▪ Resistance Training</li> <li>▪ Sports Administration</li> <li>▪ Social Perspectives of Sport</li> <li>▪ Healthy Lifestyle</li> <li>▪ Coaching Certificates</li> </ul> <p>Schools are able to select from these modules to develop programs that respond to students needs and interests, e.g. rugby league.</p>
<p>Fees: \$20 plus excursion related costs  Contact Teacher: Mr H Wickert/Mr D Heron/Mr D Koen  Head Teacher: Mr E Neate</p>
<p><b>How will this course help me in the future?</b></p> <p>This course will assist you to make valued and informed health decisions. This course would be of benefit to anyone interested in coaching, sport, the fitness industry, recreational education, physical education, nursing, occupational health, physiotherapy.</p>

<b>Course:</b> Visual Design	
Content Endorsed Course	
<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
<p><b>Course Description</b></p> <p>This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.</p> <p>Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.</p>	
<p><b>Main Topics Covered</b></p> <p>Modules may be selected in any of the four broad fields of:</p> <ul style="list-style-type: none"> <li>▪ graphic design</li> <li>▪ wearable design</li> <li>▪ product design</li> <li>▪ interior/exterior design.</li> </ul> <p>The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.</p>	
Fees:	\$40
Contact Teacher:	Mrs L Akhurst/ Mr Cajic
Head Teacher:	Mrs L Akhurst
<p><b>How will this course help me in the future?</b></p> <p>Further studies may be undertaken at TAFE. TAFE NSW has a credit transfer website on which transfer arrangements are regularly updated <a href="http://www.tafensw.edu.au/hsctafe">www.tafensw.edu.au/hsctafe</a>.</p> <p>Students may also negotiate recognition into training package qualification with R.T.O.</p>	



<b>Course:</b> Work Studies	<b>Course No:</b> HSC 35203
2 units for each of Year 11 and HSC Content Endorsed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing in the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.</p> <p>The Work Studies course will assist students:</p> <ul style="list-style-type: none"> <li>• Recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities.</li> <li>• Develop an understanding of the changing nature of work and the implications for individuals and society.</li> <li>• Undertake work placement to allow for the development of specific job-related skills</li> <li>• Acquire general work-related knowledge, skills and attitudes, transferable across different occupations</li> <li>• Develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace</li> </ul>	
<p><b>Main Topics Covered</b></p> <p>Core Topic and Modules include:</p> <ul style="list-style-type: none"> <li>• My Working Life</li> <li>• In the Workplace</li> <li>• Preparing Job Applications</li> <li>• Workplace Communication</li> <li>• Teamwork and Enterprise Skills</li> <li>• Managing Work and Life Commitments</li> <li>• Personal Finance</li> <li>• *Workplace Issues (the prerequisite module is <i>In the Workplace</i>)</li> <li>• *Self-Employment (the prerequisite module is <i>Managing Work and Life Commitments</i>) <ul style="list-style-type: none"> <li>- <i>Skill development will include practical handyman activities and basic automotive and home maintenance</i></li> </ul> </li> <li>• *Team Enterprise Project (the prerequisite module is <i>Teamwork and Enterprise Skills</i>) <ul style="list-style-type: none"> <li>- <i>Students will enhance their skills with practical experience in the school canteen, balancing the register, serving customers and working as a team member.</i></li> </ul> </li> <li>• Experiencing Work (one or two of these modules may be undertaken provided that they do not exceed 50% of course time) <ul style="list-style-type: none"> <li>- <i>Students will be seeking work experience on a regular basis to enhance their employment opportunities.</i></li> </ul> </li> <li>• School Developed Module (one or two of these modules may be undertaken, provided that they do not exceed 25% of course time) <ul style="list-style-type: none"> <li>- <i>Class teachers will undertake a school developed module to increase students skills in an area of need.</i></li> </ul> </li> </ul> <p>Modules indicated by an asterisk, require the completion of prerequisite modules or appropriate prior learning.</p>	
<p><b>Particular Course Requirements</b></p> <p>Students are required to keep a diary throughout the course. Students may be required to have access to suitable Personal Protective Equipment eg. work boots for practical activities.</p>	
Fees:	Nil
Contact Teacher:	Mrs Pierce                      Rel. Head Teacher:    HSIE
<p><b>How will this course help me in the future?</b></p> <p>The <i>Work Studies</i> CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the <i>Work Studies</i> syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.</p>	

# **SECTION 5**

## **School Based Apprenticeships and Traineeships**

**School Based Apprenticeships and Traineeships (SBATs)** provide Year 11 and 12 students the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as units towards their Higher School Certificate (HSC) while gaining valuable work skills and experience through paid employment.

The formal training component contributes unit credit towards the HSC.

SBATs must undertake a minimum of 100 days on the job training, but depending on the qualification, the on the job component can be up to a minimum of 180 days over the two years of the HSC.

School Based Apprenticeships and School Based Traineeships provide students with opportunities to gain valuable experience in their workplace while still at school.

School Based Apprenticeships and Traineeships are an option available to students who have an employer willing to undertake a School Based Trainee or Apprentice.

A School Based Apprenticeship or Traineeship combines paid employment, training in an industry recognised national qualification with students gaining credit towards the HSC. Some apprenticeships and traineeships can contribute towards the ATAR.

**School Based Apprentices** work part-time and complete the first stage of their apprenticeship training by the end of the HSC.

**School Based Trainees** work part-time and complete their formal traineeship training by the end of their HSC year.

## **School Based Traineeships & Apprenticeships**

School Based Traineeships are available in a range of industry areas.

More information on each traineeship and a full list of industry areas can be found at <http://www.sbatinnsw.info/traineeships.php?trpg=travailable&t=student>

A number of local employers of young people, such as McDonalds, offer their employees the opportunity to undertake a School Based Traineeship as part of their employment. If students are interested they should see a member of the CAT (Career and Transition) Team or speak to the employer.

# **SECTION 6**

## **TVET Courses**

### **PLEASE NOTE**

**TAFE will not confirm which courses they are offering in 2023 until Term 3 2022.  
Courses will only run if there is sufficient demand.**

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Course Name: **External Vocational Education (eVET)**

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### **Description**

This program allows Years 11 and/or Year 12 students to study certain subjects from external vocation providers (including TAFE courses) as part of their regular school study. There are two types of TVET courses: Board Endorsed and Board Developed.

Students must apply to enter these courses and can only be accepted into one course. If the course is offered at NVHS, students cannot apply for an eVET option.

There is a wide variety of Board Endorsed (Non ATAR) and Board Developed (ATAR) courses available through external providers and Gosford, Ourimbah and Wyong TAFE campuses.

All courses are subject to the availability of funding, staffing and resources as well as sufficient student demand. **Not all of the proposed courses will operate in 2023.** Entry into these courses is via application and is a competitive process. Applications generally open mid Term 3 with offers made to students at the end of Term 4.

Students who wish to enrol in an eVET course must have demonstrated an interest in the area prior to application, usually by completing relevant work experience in Year 10.

**NB: Students who intend to enrol in an eVET course will still need to give subject selection choices for a full 12 Units of school delivered subjects.** This allows students who do not receive a position in an eVeT course to still have a place in a school delivered course.

If the student does receive an offer in an eVET course, they can then negotiate with the relevant Deputy if they wish to discontinue a school based subject (other than English).