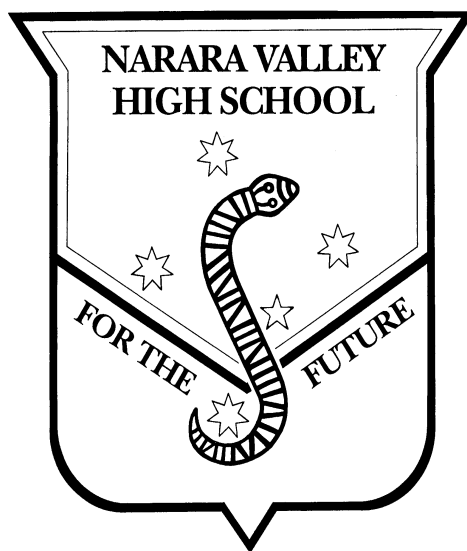


NARARA VALLEY HIGH SCHOOL



THE HIGHER SCHOOL CERTIFICATE

An Information Package for Students

Year 11 Course 2025

HSC Course 2026

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INFORMATION AND REQUIREMENTS FOR THE HSC

The Higher School Certificate

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the statewide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training, or employment.

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.

Your aim is to attain the best Higher School Certificate (HSC) result you can. You should choose courses that you are good at, interested in and may use in the future.

Here's how you can make the right choices when selecting your courses for the HSC:

- **Course requirements** – know the details of the course you're considering. Find out if there are any major works or performances required as part of the exams.
- **Discover the opportunities** – each Year 11 and 12 course description can tell you more about potential pathways, including further study, training, and career options after you finish school.
- **Check in with your teacher** – talk to your teachers about your strengths, weaknesses, and the specific requirements of each course before making your selection.
- **Check the course requirements for university courses you may be interested in** – some courses have subject prerequisites or assumed subject knowledge.

Meeting HSC eligibility requirements

To be eligible for the HSC, you must fulfil the following criteria:

- Successfully complete the HSC: All My Own Work program (or its equivalent) before submitting any work for Preliminary or HSC courses. You do not need to do if you're only enrolled in Year 11 and Year 12 Life Skills courses. (*This is completed in Year 10 Term 4 during timetabled Careers classes*)
- Satisfactorily complete the required courses as part of the specified study patterns. This includes the completion of the practical, oral or project works (including work placement for VET courses) required for specific courses and the assessment requirements for each course.
- Sit for and make a serious attempt at the HSC exams as required.
- Meet the HSC minimum standard of literacy and numeracy within 5 years of starting your HSC course.

Understanding study patterns and course requirements

To meet HSC requirements, you must complete the following patterns of study:

- **Preliminary pattern** – must include at least 12 units.
- **HSC pattern** – must include at least 10 units.

Most HSC courses are worth 2 units. Extension courses are worth 1 unit.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses with 2 or more units, either Board Developed or Board Endorsed Courses
- 4 subjects.

Some courses have specific rules and prerequisites. For instance, while you can include 2 units of English Studies in your 6 units of Board Developed Courses, it will only count towards your Australian Tertiary Admission Rank (ATAR) if you sit the optional HSC exam.

Certain Languages courses, such as Beginners, [Language] in Context, and [Language] and Literature, have eligibility rules to ensure they match your proficiency in the language.

Carefully check eligibility!

Enrolling in a course that you are not eligible for could put your HSC at risk. Carefully check your eligibility. The Deputy or Careers Advisor will assist with this.

TYPES OF HSC COURSES

Board Developed Courses

Board Developed Courses are the large number of courses set and examined by NESA that can contribute to the calculation of the ATAR.

These include:

- general education courses
- VET Industry Curriculum Framework courses
- Life Skills courses (not examined).

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.

Extension Courses

Extension study is available in a number of Board Developed 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).

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.

Board Endorsed Courses

Board Endorsed Courses count towards the HSC but do not have an HSC exam and do not contribute towards the calculation of the ATAR.

These courses have syllabuses endorsed by NESA 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 Board Endorsed Courses, except Framework for Curriculum courses.

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

Vocational education and training (VET)

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.

Board Developed VET courses have an optional HSC exam that means students who choose to sit the exam, the results may also contribute to the calculation of your ATAR.

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. Depending on the VET framework, students may sit the optional exam and have it count towards an ATAR.

Pathways chosen for an apprenticeship must be a minimum Certificate III AQF Qualification.

It is the student's responsibility to apply to employers for positions as School Based Apprenticeship and School Based Traineeship.

Life Skills

Students with intellectual disability can pursue their HSC through Life Skills courses. They have specific entry requirements, and while they don't count towards an ATAR, students still need to meet general eligibility and study patterns to earn the HSC. Talk with the Year Adviser or Careers Adviser to find out whether these courses are suitable.

ATAR Eligibility

To be eligible for an ATAR you must satisfactorily complete at least 10 units (including at least 2 units of English) of ATAR courses (those that have an external examination). 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 later, 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 chosen six units (3 subjects) from Board Developed Courses.

RECENT ATAR COURSE CHANGES

Changes to ATAR course categorisation

From 2025, any course that students choose that has an HSC exam can count towards the calculation of the ATAR.

What is changing?

Currently, English Studies, Mathematics Standard 1, and **VET courses** with a HSC exam are considered Category B.

Previously, students could only count a maximum of 2 units from Category B courses towards their ATAR calculation.

Starting from the 2025 HSC, the Universities Admission Centre (UAC) will remove this limitation. As a result, students will be able to include more courses in their ATAR calculation.



What does this mean for students?

Students can undertake English Studies, Mathematics Standard 1 and undertake **VET courses**, while having the option of an ATAR pathway into university.

Students can qualify for an ATAR pathway into university if they undertake English Studies and Mathematics Standard 1 (with the optional HSC exam), and VET courses.

The ATAR will continue to be calculated on 2 units of English, plus the 8 best units.

SUBJECT SELECTION PROCESS AT NARARA VALLEY HIGH SCHOOL:

Subject selection at NVHS follows the process outlined below:

TERM 1 (Final Week)

Subject selection booklets are distributed to all students for perusal and parent discussion over the holiday break.

TERM 2

Ongoing:

- Students investigate subject choices through careers classes, online activities (Google Classroom), discussion with subject teachers and faculty Head Teachers where appropriate.
- Students and parents access uploaded Faculty presentations/web pages.

Week 5/6:

- Students complete a survey re Future Pathways (Subject Selection) and request preselection interview if required.

Week 7:

- Head teacher talks to the year group re subjects available.

Week 8:

- Parent Information Evening with subject displays

TERM 3

Week 1:

- Final subject selection interviews with students and parents conducted by Careers and Transition team (either face to face or electronic as needed)
- Students will be asked to nominate their 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.* Subjects inputted to system (English + 5 subjects + 3 reserves)

Week 2:

- Final changes to choices if required.
- It is important to note that this may not be your final selection, as the information will be analysed to produce the Year 11 subject matrix (timetable). Not all subjects may run. Subjects with very small numbers of students cannot be accommodated.

TERM 4

On completion of the subject choice matrix, students will have a final interview with a member of the Careers and Transition team, the year advisor or a Learning and Support Teacher as appropriate. Students may be asked to re-select subjects or nominate/rank subject choices.

Ongoing

- Work experience, especially for students contemplating an external VET course, or an School Based Apprenticeship or Traineeship

Please Note:

- Students must study 12 Units in Year 11 as set down by NESA.
- 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.

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.



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 prerequisites 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.)

It is also essential that students and parents/carers 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.

The School Leaving Age

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 a student is considering leaving school, it is important that they, and their parents/carers, discuss the different options with the Deputy Principal, Careers Adviser, or Year Adviser.

All students, even those planning to not return in Year 11, must complete the subject selection process.

BOARD DEVELOPED COURSES – SCHOOL DELIVERED
Courses shown are offered in 2025.

	UNITS	ATAR	MAJOR PROJECT	INVOICED FEES
Ancient History	2 in Year 11 & 12	Yes	No	-
Biology	2 in Year 11 & 12	Yes	No	-
Business Studies	2 in Year 11 & 12	Yes	No	-
Chemistry	2 in Year 11 & 12	Yes	No	-
Community and Family Studies	2 in Year 11 & 12	Yes	Yes	-
Dance	2 in Year 11 & 12	Yes	Yes	\$20
Design and Technology	2 in Year 11 & 12	Yes	Yes	\$70 Yr11 \$50 Yr12
Drama	2 in Year 11 & 12	Yes	Yes	\$20
Earth and Environmental Science	2 in Year 11 & 12	Yes	No	-
Economics	2 in Year 11 & 12	Yes	No	-
English Advanced	2 in Year 11 & 12	Yes	No	-
English Standard	2 in Year 11 & 12	Yes	No	-
Year 11 English Extension 1	1 in Year 11	Yes	No	-
HSC English Extension 1	1 in Year 12 only	Yes	No	-
HSC English Extension 2	1 in Year 12 only	Yes	Yes	-
English Studies	2 in Year 11 & 12	Optional	No	-
Food Technology	2 in Year 11 & 12	Yes	No	\$90
Geography	2 in Year 11 & 12	Yes	Yes	-
Health and Movement Science	2 in Year 11 & 12	Yes	No	-
Industrial Technology – Multimedia	2 in Year 11 & 12	Yes	Yes	\$30
Industrial Technology – Timber Products and Furniture Industries	2 in Year 11 & 12	Yes	Yes	\$90 Yr11 \$50 Yr12
Investigating Science	2 in Year 11 & 12	Yes	No	-
Japanese Beginners	2 in Year 11 & 12	Yes	No	-
Japanese Continuers	2 in Year 11 & 12	Yes	No	-
Legal Studies	2 in Year 11 & 12	Yes	No	-
Mathematics Standard Yr11 only	2 in Year 11	Yes	No	-
Mathematics Standard 2	2 in Year 12	Yes	No	-
Mathematics Standard 1	2 in Year 12	Optional	No	-
Mathematics Advanced	2 in Year 11 & 12	Yes	No	-
Mathematics HSC Extension 1	1 in Year 11 & 12	Yes	No	-
Mathematics HSC Extension 2	1 in Year 12 only	Yes	No	-
Modern History	2 in Year 11 & 12	Yes	No	-
HSC History Extension	1 in Year 12 only	Yes	Yes	-
Music 1	2 in Year 11 & 12	Yes	Yes	\$33
Physics	2 in Year 11 & 12	Yes	No	-
Society and Culture	2 in Year 11 & 12	Yes	Yes	-
Textiles and Design	2 in Year 11 & 12	Yes	Yes	\$60
Visual Arts	2 in Year 11 & 12	Yes	Yes	\$55

BOARD DEVELOPED VOCATIONAL EDUCATION AND TRAINING (VET) COURSES – SCHOOL AND TAFE NSW
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COURSE	UNITS	ATAR	MAJOR PROJECT	WORK PLACEMENT	FEES Per year
Business Services	2 in Year 11 & 12	Optional	No	Yes	\$40
Construction	2 in Year 11 & 12	Optional	No	Yes	\$65 + White Card
Furniture Making	2 in Year 11 & 12	Optional	No	Yes	\$60
Hospitality	2 in Year 11 & 12	Optional	No	Yes	\$120 +Food & Bev Uniform \$TBA +Service Blacks \$TBA
Manufacturing and Engineering	2 in Year 11 & 12	Optional	No	Yes	\$60
Retail Services	2 in Year 11 & 12	Optional	No	Yes	\$45

CONTENT ENDORSED COURSES – SCHOOL DELIVERED
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COURSE	UNITS	ATAR	MAJOR PROJECT	WORK PLACEMENT	FEES Per year
Ceramics	2 in Year 11 and/or 12	No	No	No	\$50
Exploring Early Childhood	2 in Year 11 and/or 12	No	No	No	\$20
Numeracy	2 in Year 11 and/or 12	No	No	No	-
Marine Studies	2 in Year 11 and 12	No	No	No	\$15
Photography, Video & Digital Imaging	2 in Year 11 and/or 12	No	No	No	\$95
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
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 NESA 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 NESA 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.⁽¹⁾

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

⁽¹⁾ **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 ⁽¹⁾ 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 when the 2nd 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 2nd 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 NESAC 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 NESAC'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 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 (e.g. 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)

CHOOSING YOUR COMPULSORY ENGLISH COURSE

To fulfil the compulsory English requirement for the HSC, you have 3 options:

- English Studies
- English Standard
- English Advanced

English Studies

This Board Developed Course helps students refine their skills and knowledge in English and consolidate their literacy skills, for a transition to employment or vocational training after school. English Studies serves as an alternative to the English Standard course.

Students who wish to obtain an ATAR must take the optional HSC exam, as required by the UAC.

English Standard

The English Standard course aims to develop effective, creative, and confident communicators. Students study a wide range of literary and everyday texts to develop the knowledge and skills required to use language accurately and appropriately for a variety of purposes and situations.

English Advanced

Designed for students to become critical and sophisticated users of English and to develop their academic achievement through the study of complex texts. It is a prerequisite or co-requisite for English Extension courses.

- **English Extension 1** – allows for more specialised study.
- **English Extension 2** – requires students to create a Major Work.

Course: English (Standard)		Course No: 15130	
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: English (Advanced); English EAL/D; English (Extension)	
Course Description 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.			
Particular Course Requirements In the Year 11 English Standard Course students are required to: <ul style="list-style-type: none">• Study three prescribed modules.• Explicit literacy content is included.• 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• A mandatory first module: <i>Reading to Write</i> to develop students' skills to respond to texts and refine their writing. HSC English (Standard) Course students are required to study: <ul style="list-style-type: none">• THREE types of prescribed text, one drawn from each of the following categories: prose fiction; poetry OR drama; non-fiction or film or media• 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.• Study ONE related text in the Common Module: <i>Texts and Human Experiences</i>			
Assessment: Year 11 and HSC Course			
Year 11 Assessment		HSC Internal Assessment	
The components and weightings for Year 11 are mandatory		The components and weightings for Year 12 are mandatory	
Component	Weighting %	Component	Weighting %
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
	100		100
Year 11 assessment requirements: <ul style="list-style-type: none">- three assessment tasks- the minimum weighting for an individual task is 20%- the maximum weighting for an individual task is 40%- one task may be a formal written examination- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes		Year 12 assessment requirements: <ul style="list-style-type: none">- a maximum of four assessment tasks- the minimum weighting for an individual task is 10%- the maximum weighting for an individual task is 40%- one task may be a formal written examination with a maximum weighting of 30%- one task must focus on <i>Module C – The Craft of Writing</i> with a minimum weighting of 25%- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes- assessment of the Common Module must integrate student selected related material HSC Examination specifications for English Standard are available on the NESA website.	
Fees: Nil Contact Teacher: English Faculty		Head Teacher: Ms J Rae	

Course: English Studies		Course No: 30105	
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: English (Advanced); English (Standard); English EAL/D; English (Extension)	
Course Description 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.			
Year 11 Course (120 hours)	English Studies		Indicative Hours
	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 Year 11 and Year 12 students are required to: <ul style="list-style-type: none">• read, view, listen to and compose a wide range of texts including print and multimodal texts.• study at least one substantial print text (for example a novel, biography, or drama)• study at least one substantial multimodal text (for example film or a television series).• be involved in planning, research and presentation activities as part of one individual and/or collaborative project		
Year 12 course (120 hours)	English Studies		Indicative Hours
	Mandatory common module – Texts and Human Experiences		30 hours
	An additional 2–4 modules to be studied		20–45 hours each
	In both Year 11 and Year 12 students are required to: <ul style="list-style-type: none">• read, view, listen to and compose a wide range of texts including print and multimodal texts.• study at least one substantial print text (for example a novel, biography or drama)• study at least one substantial multimodal text (for example film or a television series). In Year 12 students will also be required to: <ul style="list-style-type: none">• study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.• be involved in planning, research and presentation activities as part of one individual and/or collaborative project.• 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.• engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.		
Year 11 English Studies		Year 12 English Studies	
Component	Weighting	Component	Weighting
Knowledge and understanding of course content	50	Knowledge and understanding of course content.	50
Skills in: <ul style="list-style-type: none">• comprehending texts• communicating ideas• using language accurately, appropriately and effectively	50	Skills in: <ul style="list-style-type: none">• comprehending texts• communicating ideas• using language accurately, appropriately and effectively	50
	100		100
Year 11 formal school-based assessment: <ul style="list-style-type: none">• three assessment tasks• the minimum weighting for an individual task is 20%• the maximum weighting for an individual task is 40%• one task may be a formal written examination• one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%• 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.		Year 12 formal school-based assessment: <ul style="list-style-type: none">• a maximum of four assessment tasks• minimum weighting for an individual task is 10%• maximum weighting for an individual task is 40%• one task may be a formal written examination with a maximum weighting of 20%• one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%• assessment of the Common Module must integrate teacher or student selected related material.	
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. Examination specifications for English Studies are available on the NESA website.			
Contact teacher Ms J Vella		Head Teacher: Ms J Rae	

Course: English (Advanced)		Course No: 15140	
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: English (Standard), English (EAL/D), English Studies	
Course Description 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. 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.			
Particular Course Requirements In the Year 11 English Advanced Course students are required to: <ul style="list-style-type: none">Respond to and compose texts in and for a range of contexts.Study a range of different types of texts in a variety of language modes.Read widely beyond the texts set for study.Study THREE prescribed modules.Study a mandatory first module: <i>Reading to Write</i> to develop students' skills to respond to texts and refine their writing. HSC English (Advanced) Course requires students to: <ul style="list-style-type: none">Respond to and compose texts in and for a range of contexts.Study a range of different types of texts in a variety of language modes.Read widely beyond the texts set for study.Study FOUR extended prescribed texts as well as short texts.Study a common mandatory first module: <i>Texts and Human Experiences</i>			
Assessment: Year 11 and HSC Course			
Year 11 Assessment		HSC Assessment	
The components and weightings for Year 11 are mandatory		The components and weightings for Year 12 are mandatory	
Component	Weighting %	Component	Weighting %
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
	100		100
Year 11 Assessment requirements: <ul style="list-style-type: none">- three assessment tasks- the minimum weighting for an individual formal task is 20%- the maximum weighting for an individual formal task is 40%- one task may be a formal written examination- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.		Year 12 Assessment requirements: <ul style="list-style-type: none">-a maximum of four assessment tasks-the minimum weighting for an individual formal task is 10%-the maximum weighting for an individual formal task is 40%-one task may be a formal written examination with a maximum weighting of 30%- one task must focus on <i>Module C – The Craft of Writing</i> with a minimum weighting of 25%- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes- assessment of the Common Module must integrate student selected related material. HSC Examination specifications for English Advanced are available on the NESA website.	
Fees: Nil Contact Teacher: English Faculty		Head Teacher: Ms J Rae	

Courses: Year 11 English Extension 1 English HSC Extension 1 and English HSC Extension 2			
The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. 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.			
The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends 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.			
Course Description 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.			
Particular Course Requirements In the Year 11 English (Extension) Course 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. HSC English Extension Course 1 requires the study of prescribed texts (as outlined in the prescriptions document, HSC English Electives and Prescribed Texts). HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.			
Assessment: Year 11 and HSC English Extension Course 1			
Year 11 Assessment - Components	Weighting %	HSC Assessment - Components	Weighting %
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
	100		100
Year 11 formal school-based assessment program: <ul style="list-style-type: none">• three assessment tasks• the minimum weighting for an individual task is 20%• the maximum weighting for an individual task is 40%• one task may be a formal written examination• one task must be a multimodal presentation about the Independent Related Project with a maximum weighting of 40%. NB: The Independent Related Project 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.		Year 12 formal school-based assessment program: <ul style="list-style-type: none">• three assessment tasks• the minimum weighting for an individual task is 20%• the maximum weighting for an individual task is 40%• one task may be a formal written examination with a maximum weighting of 30%• one task must be a creative response with a maximum weighting of 40%• at least one task must integrate student selected related material.	
Assessment: HSC English Extension 2			
HSC Examination Specifications		Internal Assessment	Weighting %
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. Major Work specifications for English Extension 2 are available on the NESA website		Skills in extensive independent research	50
		Skills in sustained composition	50
		100	
Year 12 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none">• assessment will be based on the process of composing the Major Work• three assessment tasks:• a Viva Voce with a weighting of 30%• a Literature Review with a weighting of 40%• a Critique of the Creative Process with a weighting of 30%.			
Fees: Nil Contact Teacher: Ms J Rae/Ms J Grundy		Head Teacher: Ms J Rae	

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.

Course: Ancient History		Course No: 15020	
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil	
Course Description The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world. The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past.They also study key features and sources of an ancient society, personality and historical period.			
Main Topics covered The Year 11 course comprises of three sections: <ul style="list-style-type: none">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)Features of Ancient Societies. – (40 indicative hours) Students study at least two ancient societies.Historical Investigation. – (20 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 11 The HSC course comprises of four sections: <ul style="list-style-type: none">Core study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)One ‘Ancient Societies’ topic (30 indicative hours)One ‘Personalities in their time’ topic (30 indicative hours)One ‘Historical Periods’ topic. (30 indicative hours) (Historical concepts and skills are integrated with the studies undertaken in Year 12)			
Particular Course Requirements In the Year 11 course, students undertake at least two case studies <ul style="list-style-type: none">One case study must be from Egypt, Greece, Rome or Celtic Europe, andOne case study must be from Australia, Asia, the Near East or the Americas. The Year 12 course requires study from at least two of the following areas: <ul style="list-style-type: none">EgyptNear EastChinaGreeceRome			
Assessment: Year 11 and Year 12			
Year 11 Assessment		Year 12 Assessment	
Component	Weighting %	Component	Weighting %
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
	100		100
Year 11 Formal School-based assessment requirements		Year 12 Formal School-based assessment requirements	
<ul style="list-style-type: none">Three assessment tasksThe minimum weighting for an individual task is 20%The maximum weighting for an individual task is 40%One task may be a formal written examinationOne task must be an Historical Investigation with a weighting of 20-30%		<ul style="list-style-type: none">A maximum of four assessment tasksThe minimum weighting for an individual task is 10%The maximum weighting for an individual task is 40%One task may be a formal written examination with a maximum weighting of 30%One task must be an Historical Analysis with a weighting of 20-30%	
Fees: Associated excursion costs Contact Teacher: Mrs C Debenham Head Teacher: Mrs C Debenham			
How will this course help me in the future? 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.			

Course: HSC History Extension		Course No: 15280
1 unit HSC Board Developed Course		Exclusions: <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
Course Description 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 undertake an individual investigative project, focusing on an area of changing historical interpretation.		
Main Topics Covered The course comprises two sections. Constructing History (Minimum 40 indicative hours) Key Questions: <ul style="list-style-type: none">Who are historians?What are the purposes of history?How has history been constructed, recorded and presented over time?Why have approaches to history changed over time?<ul style="list-style-type: none">Case studies 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.		
History Project Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.		
Particular Course Requirements Prerequisite: 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.		
Assessment: Year 12 Course only		
Component	Weighting %	Year 12 formal school-based assessment requirements
Knowledge and understanding of significant historical ideas and processes	40	<ul style="list-style-type: none">Three assessment tasksOne task may be a formal written examination with a weighting of 30%One task must be the History Project – Historical process (proposal, process log, annotated sources) with a weighting of 30%One task must be the History project – Essay with a weighting of 40%
Skills in designing, undertaking and communicating historical inquiry and analysis	60	
	100	
Fees: Nil Contact Teacher: Mrs C Debenham Head Teacher: Mrs C Debenham		
How will this course help me in the future? 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

Course: Biology		Course No: 15030
2 units for each of Year 11 and HSC Year 12 Board Developed Course		
Course Description 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.		
Topics Covered Year 11 Course Module 1 – Cells as the Basis of Life Module 2 – Organisation of Living Things Module 3 – Biological Diversity Module 4 – Ecosystems Dynamics		HSC Course Module 5 – Heredity Module 6 – Genetic Change Module 7 – Infectious Disease Module 8 – Non-infectious Disease and Disorders
Particular Course Requirements 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">• undertaking laboratory experiments, including the use of appropriate digital technologies• fieldwork. Secondary-sourced investigations include: <ul style="list-style-type: none">• locating and accessing a wide range of secondary data and/or information• using and reorganising secondary data and/or information. 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/Mr M Enders/Mr J Carroll Head Teacher: Mrs A Barrale		
How will this course help me in the future? 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

Course: Business Studies		Course No: 15040	
2 units for each of Year 11 and Year 12 HSC Board Developed Course		Exclusions: Nil	
Course Description Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students 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. 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.			
Main Topics Covered Year 11 Course 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 HSC Course 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			
Assessment Requirements			
Year 11 Business Studies School-based assessment requirements		Year 12 Business Studies School-based assessment requirements	
Component	Weightings %	Component	Weightings %
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
	100		100
The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none">• three assessment tasks• the minimum weighting for an individual task is 20%• the maximum weighting for an individual task is 40%• only one task may be a formal written examination		The Year 12 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none">• a maximum of four assessment tasks• the minimum weighting for an individual task is 10%• the maximum weighting for an individual task is 40%• only one task may be a formal written examination with a maximum weighting of 30%	
Fees: Associated excursion costs. Contact Teacher: Mrs M Pierce Head Teacher: Mrs C Debenham			
How will this course help me in the future? 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. Business Studies helps to prepare students for employment and full and active participation as citizens.			

Course: Chemistry		Course No: 15050
2 units for each of Year 11 and Year 12 HSC Board Developed Course		
Course Description 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. 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. 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.		
Topics Covered Year 11 Course Module 1 – Properties and Structures of Matter Module 2 – Introduction to Quantitative Chemistry Module 3 – Reactive Chemistry Module 4 – Drivers of Reactions	HSC Course Module 5 – Equilibrium and Acid Reactions Module 6 – Acid / base Reactions Module 7 – Organic Chemistry Module 8 – Applying Chemical Ideas	
Particular Course Requirements 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">• undertaking laboratory experiments, including the use of appropriate digital technologies• fieldwork. Secondary-sourced investigations include: <ul style="list-style-type: none">• locating and accessing a wide range of secondary data and/or information• using and reorganising secondary data and/or information 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: Mrs C Clouston Head Teacher: Mrs A Barrale		
How will this course help me in the future? 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.		

Particular Course requirements

Footwear: Fully enclosed leather shoes for all classes

Course: Community and Family Studies		Course No: 15060	
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
Course Description 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.			
Main Topics Covered			
Year 11 Course Resource Management: Basic concepts of resource management (approximately 20% of course time). Individuals and Groups: The individual's roles, relationships and tasks within & between groups (approximately 40% of course time). Families and Communities: Family structures and functions and the interaction between family and community (approximately 40% of course time). HSC Course Research Methodology: Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). Groups in Context: The characteristics and needs of specific community groups (approximately 25% of course time). Parenting and Caring: Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). HSC Option Modules The impact of evolving technologies on individuals and lifestyle. (approximately 25% of course time): Family & Societal Interactions: Impact of Family and Community supporting wellbeing and functioning in society			
Particular Course Requirements Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
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: Mrs J Morrison Head Teacher: Mrs J Morrison			
How will this course help me in the future? 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.			

Course: Dance		Course No: 15070	
2 units for each of Year 11 and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
Year 11 Course 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). HSC Course 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.			
Particular Course Requirements 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. No shoes are required.</i>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance Solo dance and Informal Discussion	20	Core Performance	20
Core Composition Solo composition and rationale and elaboration performed by another student	20	Core Composition	20
Core Appreciation A written examination (one hour)	20	Core Appreciation	20
Major Study Major Study Performance One solo dance and Informal Discussion, or Major Study Composition One dance composition: Group dance (2-3), rationale and elaboration, or Major Study Appreciation Written examination: 1 ¼-hours, or Major Study– Dance & Technology Option 1: Choreographing the Virtual Body. Presentation of a choreographed work using 3D animation software, rationale and elaboration, or Option 2: Film and Video. Presentation filmed and edited choreographed work, rationale and elaboration	40	Development of Major Study	40
	100		100
Fees: \$20 Contact Teacher: Mrs B Nicol Head Teacher: Mrs L Akhurst			
How will this course help in the future? 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 & personal training.			

Course: Design and Technology

Course No: 15080

NOT OFFERED IN FIRST ROUND – SEE NOTE AT BOTTOM OF PAGE

2 units for each of Year 11 and HSC Board Developed Course

Exclusions: NIL

Course Description

This course involves the study of design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. It involves hands-on practical activities which develop knowledge and skills in designing and producing. The course involves the development, realisation and documentation of design projects. In the HSC course, the Major Design Project and supporting folio requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity.

Year 11 Course

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

HSC Course

The HSC course applies the knowledge and understanding of designing and producing from the Preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

Particular Course Requirements

The year 11 course will involve a minimum of two design projects. Each project will place emphasis on the development of different skills and knowledge in designing and producing. Design projects must involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio, which may be in a variety of different forms.

The HSC course includes the development and realisation of a major design project, a case study of an innovation and other teaching and learning activities. The comprehensive study of design and the processes of designing and producing that were studied in the Preliminary course are synthesised and applied.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A 1½-hour written Examination	40	Major Project Presentation	20
Section I			
10 Multiple choice	(10)	Case Study	20
Section II			
Short answer questions	(15)	Project Development and Management Report	30
Section III			
One extended Response	(15)	Trial Examination	30
Major Project	60		
	100		100

Fees: Yr 11: \$70 and Yr12 : \$50 + major project requirements

Head Teacher: Mr M Gulpers

How will this course help me in the future?

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the Your Career website: Construction, Electricity, Gas, Water and Waste Services, Manufacturing, Mining, Professional, Scientific and Technical Services and a range of design areas (landscape, industrial, textile, multimedia, interior and exterior).

Please Note:

Please note that this subject is **NOT** being offered for subject selection 2025 and students should **NOT** select this subject. This subject will only run if student numbers for Textiles and Design (page 59) and Industrial Technology- Multimedia (page 43) individually are not high enough to support a class. Design and Technology will then be on offer to allow students to complete tasks in this course using textile materials and/or multimedia programs.

Course: Drama		Course No: 15090	
2 units for each of Year 11 and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
Year 11 Course Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences/workshops, as well as theoretical study of styles, forms and texts. HSC Course Australian Drama and Theatre and Studies in Drama and Theatre, involve the theoretical study and practical exploration of themes, issues, styles and movements of traditions of theatre. Students explore relevant acting techniques, performance styles and spaces. The Group Performance (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 Individual Project , students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Scriptwriting or Video Drama.			
Main Topics Covered Year 11 Course Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles HSC Course Australian Drama and Theatre (Core content) Studies in Drama and Theatre (Black Comedy) Group Performance (Core content) Individual Project			
Particular Course Requirements The Year 11 course informs learning in the HSC course. In year 11 and 12, through the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered. In the HSC, 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. 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.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Written Examination 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		
Group Performance	30		
Individual Project	30		
	100		
Fees: \$20 + Associated excursion costs. Contact Teacher: Ms S Thomas/Ms M Davidson Head Teacher: Mrs L Akhurst			
How will this course help me in the future? 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. By studying this art form, students acquire skills in interpretation, communication, critical analysis and empathy. Through Drama, students are empowered to participate in society as active citizens who contribute positively to humanity.			

Course: Earth and Environmental Science		Course No: 15100
2 units for each of Year 11 and HSC Board Developed Course		
<p>Course Description</p> <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>		
<p>Topics Covered</p> <p>Year 11 Course</p> <p>Module 1 – Earth's Resources Module 2 – Plate Tectonics Module 3 – Energy Transformations Module 4 – Human Impacts</p>		<p>HSC Course</p> <p>Module 5 – Earth's Processes Module 6 – Hazards Module 7 – Climate Science Module 8 – Resource Management</p>
<p>Particular Course Requirements</p> <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> <p style="padding-left: 40px;">undertaking laboratory experiments, including the use of appropriate digital technologies</p> <p style="padding-left: 40px;">fieldwork.</p> <p>Secondary-sourced investigations include:</p> <p style="padding-left: 40px;">locating and accessing a wide range of secondary data and/or information</p> <p style="padding-left: 40px;">using and reorganising secondary data and/or information.</p> <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>		
<p>Fees: Associated excursion and field work costs. Head Teacher: Mrs A Barrale</p>		Contact Teacher: Mrs L Rolfe/Ms K Martin
<p>How will this course help me in the future?</p> <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

Course: Economics		Course No: 15110	
2 units for each of Year 11 and Year 12 HSC Board Developed Course		Exclusions: Nil	
Course Description Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes 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.			
Main Topics Covered			
Year 11 Course: <u>Introduction to Economics</u> - the nature of the economy and 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			
HSC Course: <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			
Assessment Requirements			
Year 11 Economics School-based assessment requirements		Year 12 Economics School-based assessment requirements	
Component	Weightings %	Component	Weightings %
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
	100		100
The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none">• three assessment tasks• the minimum weighting for an individual task is 20%• the maximum weighting for an individual task is 40%• only one task may be a formal written examination		The Year 12 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none">• a maximum of four assessment tasks• the minimum weighting for an individual task is 10%• the maximum weighting for an individual task is 40%• only one task may be a formal written examination with a maximum weighting of 30%	
Fees: Associated excursion costs. Contact Teacher: Mr A Stofberg/Mrs M Pierce Head Teacher: Mrs C Debenham			
How will this course help me in the future? 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 persue further education and training, employment and active participation as citizens.			

Course: Food Technology		Course No: 15180	
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
Course Description 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. 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.			
Main Topics Covered Year 11 Course Food Availability and Selection (30%) Food Quality (40%) Nutrition (30%) HSC Course The Australian Food Industry (25%) Food Manufacture (25%) Nutrition Issues (25%) Food Product Development (25%)			
Particular Course Requirements 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.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
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
Fees: \$90 per year Rel. Head Teacher: Mr M Gulpers			
How will this course help me in the future? 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.			

Course: Geography		Course No: 15190	
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
Course Description In Year 11 students investigate natural systems; patterns and processes; and human-environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation. The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of geographical concepts. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.			
Year 11 Course Earth's Natural Systems People, patterns and processes Human Environment and Interactions Geographical Investigation HSC Course Global Sustainability Rural and Urban Places Ecosystems and global biodiversity Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.			
Particular Course Requirements Students conduct a Geographical Investigation in the Year 11 course and will undertake 12 hours of fieldwork in both the Year 11 and HSC courses			
Assessment Requirements			
Year 11 Geography School-based Assessment		Year 12 Geography School-based Assessment	
Component	Weightings	Component	Weightings
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
Year 11 assessment program requirements: <ul style="list-style-type: none">• three assessment tasks• minimum weighting for individual task is 20%• maximum weighting for individual task is 40%• only one task may be formal written examination.• one task must be a Geographical Investigation with a weighting of 30-40%		Year 12 assessment program requirements: <ul style="list-style-type: none">• a maximum of four assessment tasks• minimum weighting for individual task is 10%• maximum weighting for individual task is 40%• only one task may be formal written examination with a maximum weighting of 30%• one task must be based on a fieldwork activity with a weighting of 30%	
Fees: Associated excursion/fieldwork costs Contact Teacher: Mrs M Pierce Head Teacher: Mrs C Debenham			
How will this course help me in the future? 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. 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.			

Course: Health and Movement Science		Course No: NES- TBA	
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: NES- TBA	
Course Description The Health and Movement Science Syllabus is shaped by the 5 propositions. Year 11 is organised into 2 focus areas: Health for Individuals and Communities; and The body and Mind in Motion. Year 12 is organised into 2 focus areas: Health in an Australian and Global Context; and Training for Improved Performance. Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content. These skills encircle the syllabus structure along with the propositions ‘Focus on educative purpose, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach.’			
Year 11 Focus Areas Health for Individuals and Communities The Body and Mind in Motion		HSC Course Focus Areas Health in an Australian and Global Context Training for Improved Performance	
Particular Course Requirements Year 11 In addition to focus areas a collaborative study and depth study will need to be undertaken Year 12 In addition to focus areas depth studies will need to be undertaken			
Assessment: HSC Course only			
External Assessment		Internal Assessment	Weighting
Section I (20 marks) There will be objective response questions to the value of 20 marks.		Knowledge and understanding of course content	40
Section II (56 marks) <ul style="list-style-type: none">This section will contain short-answer questions.Questions may contain parts.There will be 9 to 12 items in total.A least 3 items will be worth 6 to 8 marks.		Skills in analysis, communication, creative thinking, problem-solving and research	60
Section III (24 marks) There will be 2 extended-response questions worth 12 marks each – one question based on each focus area: Health in an Australian and Global Context, Training for Improved Performance		*One depth study must be worth 20-30%	100
Fees: Excursion related costs that will supplement depth and collaborative studies Contact Teacher: Mr D Koen Head Teacher: Mrs J Morrison			
How will this course help me in the future? 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. This course has future focused skills, including collaboration & critical thinking. The course would be of great benefit to anyone wishing to take up a career the health industry, nursing, coaching or physical education teaching.			

Course: Industrial Technology – Multimedia		Course No: 15200	
2 units for each of Year 11 and HSC Board Developed Course Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses. This course cannot be studied in conjunction with Industrial Technology Timber Products and Furniture Industries.			
Course Description 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.			
Year 11 Course The following sections are taught in relation to the relevant focus area: <ul style="list-style-type: none">• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Work Health and Safety• Design Management – designing, drawing, computer applications, project management• Workplace Communication – literacy, calculations, graphics• Industry-specific Content and Production			
HSC Course 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: <ul style="list-style-type: none">• Industry Study• Major Project<ul style="list-style-type: none">-Design, Management and Communication- Production• Industry Related Manufacturing Technology.			
Particular Course Requirements In the Year 11 course, students must design, develop and construct a minimum of 2 projects. 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.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 1½-hour written examination	40	Folio Progress	35
Section I			
10 Multiple choice questions Industry focus	(10)	Folio Management and Evaluation	35
Section II			
Short answer questions – Industry focus	(15)	Trial Examination	30
Section III			
One extended question – Industry Study			
Major Project and related management folio	(15)		
Major Project	60		
	100		100
Fees: \$30 per year Rel. Head Teacher: Mr M Gulpers			
How will this course help me in the future? 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.			
Please Note: Please note that if student numbers for this subject are not high enough to support running the course then we will offer Design and Technology. The Design and Technology course can accommodate students who wish to work with multimedia programs. Please see page 36 for all information about Design and Technology.			

Course: Investigating Science		Course No: 15215	
2 units for each of Year 11 and HSC Board Developed Course			
Course Description <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>			
Topics Covered Year 11 Course Module 1 – Cause and Effect - Observing Module 2 – Cause and Effect – Inferences and Generalisations Module 3 – Scientific Models Module 4 – Theories and Laws		HSC Course Module 5 – Scientific Investigations Module 6 – Technologies Module 7 – Fact or Fallacy? Module 8 – Science and Society	
Particular Course Requirements <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">• undertaking laboratory experiments, including the use of appropriate digital technologies• fieldwork. <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none">• locating and accessing a wide range of secondary data and/or information• using and reorganising secondary data and/or information. <p>* 30 hours must be allocated to depth studies within the 120 indicative course hours.</p>			
Fees: Associated excursion and field work costs. Contact Teacher: Ms Barron/Mr Enders Head Teacher: Mrs A Barrale			
How will this course help me in the future? The course enables students to improve their STEM (Science, Technology, Engineering & 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.			
Particular Course requirements Footwear: Fully enclosed leather shoes for all classes			

Course: Japanese Beginners		Course No: 15820	
2 units for each of Year 11 and HSC Board Developed Course Exclusions: 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.			
Main Topics Covered <div><div>-Family life, home and neighbourhood -Education and work -Holidays, travel and tourism</div><div>-People, places and communities -Friends, recreation and pastimes -Future plans and aspirations.</div></div>			
Course Requirements: Nil			
Fees: Associated excursion costs.			
Contact Teacher: Mrs A Robinson/Mrs S Spence		Head Teacher: Mrs C Debenham	

Course: Japanese Continuers		Course No: 15830	
2 units for each of Year 11 and HSC Board Developed Course			
Prerequisites: In Year 11 a student must have completed 200 hours of Japanese in Stage 4/5.			
Exclusions: 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> .			
Course Description: 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.			
Prescribed Themes		Mandatory Topics	
The individual		- Personal world	- Daily life
		- Leisure	- Future plans
The Japanese speaking communities		- Travelling in Japan	- Living in Japan
		- Cultural life	
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.			
**IF YOU STUDIED YEAR 9 & 10 JAPANESE YOU MUST SELECT THIS OPTION.			
Course Requirements: Nil			
Contact Teacher: Mrs A Robinson/Ms S Spence		Head Teacher: Mrs C Debenham	

Course: Legal Studies		Course No: 15220	
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
Course Description 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.			
Year 11 Course 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. This section may be integrated with Part I and Part II.			
HSC Course 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) Two options are chosen from: Consumers Global environment and protection Family Indigenous peoples Shelter Workplace World order. Each topic's themes and challenges should be integrated into the study of the topic.			
Particular Course Requirements No special requirements			
Assessment Requirements			
Year 11 Legal Studies School-based Assessment		Year 12 Legal Studies School-based Assessment	
Component	Weighting	Component	Weighting
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
Year 11 assessment program requirements: <ul style="list-style-type: none">• three assessment tasks• minimum weighting for individual task is 20%• maximum weighting for individual task is 40%• only one task may be formal written examination		Year 12 assessment program requirements: <ul style="list-style-type: none">• a maximum of four assessment tasks• minimum weighting for individual task is 10%• maximum weighting for individual task is 40%• only one task may be formal written examination with a maximum weighting of 30%	
Fees: Associated excursion costs. Contact Teacher: Mr A Stofberg Head Teacher: Mrs C Debenham			
How will this course help me in the future? 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.			

Course: Mathematics Standard (Year 11 only)		Course No: 11235	
2 units Year 11 Board Developed Course Prerequisites: 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 the content. Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.			
Course Description 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.			
Main Topics Covered- Year 11 Course		Subtopics	
Algebra		Formulae & Equations	
Measurement		Linear Relationships	
Financial Mathematics		Applications of Measurement	
Statistical Analysis		Working with Time	
		Money Matters	
		Data Analysis	
		Relative Frequency & Probability	
Internal Assessment		Weighting	
A variety of assessment tasks across all the content of the course.		Assessment Task 1 – Test	35%
50% of the Course assessment will be based on the students understanding, fluency and communication. Whilst the other 50% is primarily concerned with the student’s problem solving, reasoning and justification abilities.		Assessment Task 2 – Assignment	25%
For External HSC Examination requirements see Mathematics Standard 1 and Mathematics Standard 2 HSC Options.		Assessment Task 3 – Yearly Exam	40%
			100%
Fees: Nil Head Teacher: Mrs S Dougherty			
How will this course help me in the future? 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.			

Course: Numeracy Stage 6 – Please note: Content Endorsed Course	Course No:
<p>2 units for each Year 11 and HSC Content Endorsed Course</p> <p>Prerequisites: Nil</p> <p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Numeracy CEC</p>	
<p>Course Description</p> <p>The Numeracy Stage 6 Content Endorsed Course (CEC) is a new course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios in areas such as finance, as well as a range of real-life activities requiring numeracy.</p> <p>This course is suitable for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy.</p> <p>The Numeracy course allows for delivery as a 120-hour course for Year 11, or as a 240 hour course across Years 11 and 12.</p> <p>As a CEC, this course does not count towards an ATAR. It may count towards the Higher School Certificate and appear on the student's Record of School Achievement (RoSA). Students intending to study the Numeracy Stage 6 CEC should ensure that their pattern of study meets all NESA requirements.</p>	
<p>Area of Study</p> <ul style="list-style-type: none"> • Financial mathematics • Statistics • Developing number skills • Working with maps • Measurement 	
<p>Internal Assessment</p> <p>A variety of assessment tasks across all of the content of the course. There will be three assessment tasks in Year 11.</p> <p>The tasks will access the components of knowledge, understanding and skills.</p>	
<p>Fees: Nil Head Teacher: Mrs S Dougherty</p>	
<p>How will this course help me in the future?</p> <p>The Numeracy course supports students to develop the core numeracy skills required to become active and successful participants in society. When students become functionally numerate, they are able to manage a situation or solve a problem in everyday contexts. This course offers students the opportunity to prepare for post school options including employment or further training.</p> <p>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.</p> <p>Students should check recommendations for specific tertiary courses.</p>	

Two options for the HSC Mathematics Standard enrolments (Year 12)	
Course No's: 11235 Year 11 Mathematics Standard 15231 HSC Mathematics Standard 1 2 Units Year 11 (Board Developed Course) 2 Units HSC (Board Developed Course)	Course No's: 11235 Year 11 Mathematics Standard 15236 HSC Mathematics Standard 2 2 Units Year 11 (Board Developed Course) 2 Units HSC (Board Developed Course)
Mathematics Standard 1 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. Note: The HSC Mathematics Standard 1 course will be subject to internal assessment only, and an optional formal examination at the HSC is available that may contribute to an ATAR.	Mathematics Standard 2 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
Internal Assessment A variety of assessment tasks across all of the content of the course. An Optional HSC Assessment 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 Δ will be assumed knowledge for this examination and may be examined.	Internal Assessment 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. External Assessment 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.
Topics Financial Mathematics Statistical Analysis Measurement Algebra Networks	Topics Financial Mathematics Statistical Analysis Measurement Algebra Networks
How will this course help me in the future? 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: Mrs S Dougherty	

Course: Mathematics Advanced Course No: 15255			
2 units for each of Year 11 and HSC Board Developed Course Prerequisites: 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. Exclusions: Mathematics Standard			
Course Description The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require 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.			
Main Topics Covered <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> Year 11 Course Working with Functions Trigonometry and Measures of Angles Trigonometric functions and identities Introduction to Differentiation Logarithms and Exponentials Probability and Discrete Probability Distributions </td><td style="vertical-align: top; width: 50%;"> HSC Course Graphing Techniques Trigonometric Functions and Graphs Differential Calculus The Second Derivative Integral Calculus Modelling Financial Situations Descriptive Statistics and Bivariate Data Analysis Random Variables </td></tr> </table>		Year 11 Course Working with Functions Trigonometry and Measures of Angles Trigonometric functions and identities Introduction to Differentiation Logarithms and Exponentials Probability and Discrete Probability Distributions	HSC Course Graphing Techniques Trigonometric Functions and Graphs Differential Calculus The Second Derivative Integral Calculus Modelling Financial Situations Descriptive Statistics and Bivariate Data Analysis Random Variables
Year 11 Course Working with Functions Trigonometry and Measures of Angles Trigonometric functions and identities Introduction to Differentiation Logarithms and Exponentials Probability and Discrete Probability Distributions	HSC Course Graphing Techniques Trigonometric Functions and Graphs Differential Calculus The Second Derivative Integral Calculus Modelling Financial Situations Descriptive Statistics and Bivariate Data Analysis Random Variables		
External Assessment <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>	Internal Assessment <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>		
Fees: Nil Head Teacher: Mrs S Dougherty			
How will this course help me in the future? <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>			

Course: Mathematics Extension 1 Course No: 15250	
1 unit in each of Year 11 (<i>Year 11 Mathematics Extension</i>) and HSC Board Developed Course Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 including optional sub strands polynomials. Logarithms, function and other graph and circle Geometry of <i>Mathematics Years 7–10 Syllabus</i> . Corequisite: Mathematics Advanced Exclusions: Mathematics Standard	
Course Description 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.	
Main Topics Covered	
Year 11 Course Further work with Functions Polynomials Inverse Trigonometric Functions Further Trigonometric Identities Rates of Change Working with Combinations	HSC Course Proof of Mathematical induction Introduction to Vectors Trigonometric Equations Further Calculus Skills Applications of Calculus The Binomial Distribution
External Assessment	Internal Assessment
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. 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. <u>Section 1</u> – 10 marks There will be objective response questions. <u>Section 2</u> – 60 marks There are 4 questions, each worth 15 marks. Each contain multiple parts. . NESA approved calculators, geometrical instruments and approved geometrical templates may be used.	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. 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).
Fees: Nil Head Teacher: Mrs S Dougherty	
How will this course help me in the future? This course is aimed at students who require substantial mathematics at a tertiary level. 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. Students wishing to undertake tertiary studies should check recommendations for specific courses.	

Course: Mathematics Extension 2		Course No: 15260
<p>1 unit for the HSC - this course is for Year 12 only.</p> <p>Board Developed Course</p> <p>The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.</p> <p>Corequisites: Mathematics Advanced, Mathematics Extension 1</p> <p>Exclusions: Mathematics Standard</p>		
<p>Course Description</p> <p>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>Main Topics Covered</p> <p>The Nature of Proof</p> <p>Further Proof by Mathematical Induction</p> <p>Further work with Vector</p> <p>Introduction to Complex Numbers</p> <p>Using Complex Numbers</p> <p>Further Integration</p> <p>Applications of Calculus to Mechanics</p>		
External Assessment	Internal Assessment	
<p>A Single HSC Examination</p> <p>The examination will consist of a paper worth 100 marks.</p> <p>Time allowed 3 hours + 10 min reading time.</p> <p>A reference sheet will be provided.</p> <p><u>Section 1</u> – 10 marks</p> <p>There will be objective response questions</p> <p><u>Section 2</u> – 90 marks</p> <p>There will be 6 questions, each worth 15 marks.</p> <p>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</p> <p>Head Teacher: Mrs S Dougherty</p>		
<p>How will this course help me in the future?</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 undertaken tertiary studies should check recommendations for specific courses.</p>		

Course: Modern History		Course No: 15270	
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil	
Course Description			
The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.			
The Year 12 course provides students with opportunities to apply their understanding of 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.			
Main Topics covered.			
Year 11 course:			
1. Investigating Modern History			
• The Nature of Modern History			
• Case Studies			
2. Historical Investigation			
3. The Shaping of the Modern World			
Year 12 course:			
• Authority in the Modern World 1919-1946			
• ONE National Studies topic			
• ONE peace and Conflict topic			
ONE Change in the Modern World			
Particular Course Requirements			
In the Year 11 course, one Case Study must be from Europe, North America or Australia (see list A on p.18 of the syllabus). One Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus).			
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.			
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.			
Assessment: Year 11 and Year 12			
Year 11 Assessment		Year 12 Assessment	
Component	Weighting %	Component	Weighting %
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
	100		100
Year 11 Formal School-based assessment requirements		Year 12 Formal School-based assessment requirements	
<ul style="list-style-type: none">• Three assessment tasks• The minimum weighting for an individual task is 20%• The maximum weighting for an individual task is 40%• One task may be a formal written examination• One task must be an Historical Investigation with a weighting of 20-30%		<ul style="list-style-type: none">• A maximum of four assessment tasks• The minimum weighting for an individual task is 10%• The maximum weighting for an individual task is 40%• One task may be a formal written examination with a maximum weighting of 30%• One task must be an Historical Analysis with a weighting of 20-30%	
Fees: Associated excursion costs			
Contact Teacher: Mrs M Wright/Mrs C Debenham			
Head Teacher: Mrs C Debenham			
How will this course help me in the future?			
Skills learned in this course are especially applicable to law, teaching, communications, social work and journalism.			

Course: Music 1		Course No: 15290	
2 units for each of Year 11 and HSC Board Developed Course Exclusions: Music 2			
Course Description 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.			
Main Topics Covered 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 th and 21 st 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. Developed skills on an instrument is a key aspect of this course.			
Particular Course Requirements HSC course In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. 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.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Written examination –	30	Core Performance	10
Aural Skills(1 hour)		Core Composition	10
Core Performance (one piece)	20	Core Musicology	10
		Core Aural	25
Electives			
Three electives from any combination of:			
Performance	20	Elective 1	15
Composition	20	Elective 2	15
Musicology	20	Elective 3	15
	110		100
Fees: \$33 per year Contact Teacher: Mr B Ross Head Teacher: Mrs L Akhurst			
How will this course help me in the future? 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.			

Course: Physics		Course No: 15330	
2 units for each of Year 11 and HSC Board Developed Course			
Course Description <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 provide 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>			
Topics Covered Year 11 Course Module 1 – Kinematics Module 2 – Dynamics Module 3 – Waves and Thermodynamics Module 4 – Electricity and Magnetism		HSC Course Module 5 – Advanced Mechanics Module 6 – Electromagnetism Module 7 – The Nature of Light Module 8 – From the Universe to the Atom	
Particular Course Requirements <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">• undertaking laboratory experiments, including the use of appropriate digital technologies• fieldwork <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none">• locating and accessing a wide range of secondary data and/or information• using and reorganising secondary data and/or information <p>*15 hours must be allocated to depth studies during both the Year 11 and HSC Course.</p>			
Fees: Associated excursion and field work costs. Contact Teacher: Mr A Miller/Mrs C Clouston			

Course: Society and Culture		Course No: 15350	
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
Course Description Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).			
Year 11 Course: 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.			
HSC Course: Core Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study. The Personal Interest Project (PIP)– an individual research project.			
Depth Studies <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			
Particular Course Requirements Completion of Personal Interest Project in the HSC year.			
Assessment Requirements			
Year 11 Society and Culture School-based Assessment requirements		Year 12 Society and Culture School-based Assessment requirements	
Component	Weighting	Component	Weighting
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
Year 11 assessment program requirements: <ul style="list-style-type: none">• three assessment tasks• minimum weighting for individual task is 20%• maximum weighting for individual task is 40%• only one task may be formal written examination		Year 12 assessment program requirements: <ul style="list-style-type: none">• a maximum of four assessment tasks• minimum weighting for individual task is 10%• maximum weighting for individual task is 40%• only one task may be formal written examination with a maximum weighting of 30%	
Fees: Associated excursion costs. Contact Teacher: Mrs M Davidson/Mr M Murray Head Teacher: Mrs C Debenham			
How will this course help me in the future? 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.			

Course: Textiles and Design		Course No: 15390	
2 units for each of Year 11 and HSC Board Developed Course Exclusions: Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016			
Course Description 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. 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. 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.			
Main Topics Covered Year 11 Course Design (40%) Properties and Performance of Textiles (50%) The Australian Textiles, Clothing, Footwear and Allied Industries (10%). HSC Course Design (20%) Properties and Performance of Textiles (20%) The Australian Textiles, Clothing, Footwear and Allied Industries (10%) Major Textiles Project (50%).			
Particular Course Requirements 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. 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.			
Assessment: HSC Course only			
External Assessment	Mark	Internal Assessment	Weighting
Written Examination		Design and Planning	35
Section I Objective response questions	10	Project Development and Management	35
Section II Short answer questions	24	Trial Examination	30
Section III Candidates answer one structured extended response question	16		
Major Textiles Project	50		
	100		100
Fees: \$60 per year + major project requirements Rel. Head Teacher: Mr M Gulpers			
How will this course help me in the future? 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.			
Please Note: Please note that if student numbers for this subject are not high enough to support running the course, then we will offer Design and Technology. The Design and Technology course can accommodate students who wish to work with Textile materials. Please see page 36 for all information about Design and Technology.			

Course: Visual Arts		Course No: 15400	
2 units for each of Year 11 and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
Course Description 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.			
Year 11 Course 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.			
HSC Course 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 Year 11 Course: 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. HSC Course: 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.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
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: \$55 + Excursion costs and Body of Work costs in HSC year. Contact Teacher: Mrs L Akhurst/Mr M Cajic Head Teacher: Mrs L Akhurst			
How will this course help me in the future? 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:

Head Teacher:

Mr M Gulpers

Course:

Business Services

Construction

Furniture Making

Hospitality–Food & Beveridge

+ Food & Bev Uniform (extra cost)

+ Service Blacks (extra cost)

Manufacturing and Engineering

Retail Services

Course Fee (per year):

\$40

\$65+ White Card

\$60

\$120

\$TBA (approx. \$90)

\$TBA

\$60

\$45

Contact Teacher

Mrs M Pierce

Mr S Hunt

Mr S Hunt

Mrs S. Anderson

Mr A Willets

Mrs 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.

Students are required to complete **70 hours of Mandatory Work Placement** in their specific industry area as part of their VET course (70 hours per VET course). This is completed over two separate weeks in the first year of their training/study.

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 Australia 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.

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.

******Course descriptors for all VET subjects for 2025 are not yet released. We will advise students and issue them with the accurate descriptors for 2025 as soon as they are available. Fee amounts are accurate for 2025.**

2025 Business Services Course Descriptor

BSB30120 Certificate III in Business

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

Course: Business Services

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business

<https://training.gov.au/training/details/bsb30120>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 13 units of competency. To meet NESA course hours the program includes 14 units. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- 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

VET requirements**Competency-Based Assessment**

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements**Mandatory course requirements**

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for 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 your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - \$40

HSC - \$40

Refunds

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

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

Exclusions: Students can only undertake the Business Services (120 indicative hours) course or the Business Services (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Construction Course Descriptor

CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

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

Course: Construction

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.

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

Transferrable industry skills gained in this course

- | | |
|----------------------------|-------------------|
| • risk management | • communication |
| • time management | • problem solving |
| • basic emergency response | • decision making |

Examples of occupations in the construction industry

- | | |
|-------------|----------------------|
| • carpentry | • bricklaying |
| • joinery | • builder's labourer |

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$65

HSC - \$65

Students will also be required to obtain their **White Card** at an additional cost of approximately \$100.

Refunds

Refund arrangements are on a pro-rata basis
Please refer to your school refund policy

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

Exclusions: Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Furniture Making Pathways Course Descriptor

MSF20522 Certificate II in Furniture Making Pathways

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

Course: Furniture Making Pathways
Board Endorsed Course (240 hours)
(2 units x 2 years)

HSC credit – 4 units

There is no Australian Tertiary Admission Rank (ATAR) for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of MSF20522 Certificate II in Furniture Making Pathways <https://training.gov.au/Training/Details/MSF20522>. You will be expected to complete all Registered Training Organisation (RTO) and NESA requirements. To gain the full qualification you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- | | |
|---------------------|-------------------|
| • creativity | • time management |
| • critical thinking | • communication |
| • problem solving | |

Examples of occupations in the furniture making industry

- | | | |
|----------------|------------------|--------------|
| • shop fitter | • cabinet making | • set design |
| • wood turning | • joinery | |

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work. You must complete a minimum of 35 hours mandatory work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment

There is no external assessment (optional HSC examination) for this course.

Consumable costs: Preliminary - \$60

HSC - \$60

Refunds

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

A school-based traineeship is not available in this course.

Exclusions: Students undertaking both this Furniture Making Pathways course and another course based on the MSF Furnishing Training Package should choose different units of competency to meet the requirements of each HSC course and qualification. General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- | | |
|---------------------------|---------------------|
| • customer service skills | • adaptability |
| • teamwork | • critical thinking |
| • organisational skills | • problem solving |

Examples of occupations in the hospitality industry

- | | | |
|------------------------------------|---------------------------|----------------------------|
| • food and beverage attendant | • restaurant host/hostess | • function attendant |
| • espresso coffee machine operator | • receptionist | • barista and café service |

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$120

HSC - \$120

Students will be required to purchase a Food & Beverage Uniform for an additional cost of approximately \$90. Service blacks TBA.

Refunds

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

A school-based traineeship is available in this course. For more information:

<https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality>

Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Manufacturing and Engineering Introduction Course Descriptor		
MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways		
This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.		
Course: Manufacturing and Engineering - Introduction Board Endorsed Course (240 hour) (2 units x 2 years or 4 units x 1 year)	HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course	
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways https://training.gov.au/Training/Details/MEM10119 & https://training.gov.au/Training/Details/MEM20422 You will be expected to complete all requirements of the Registered Training Organisation. To gain the full qualification MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20413 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved. Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.		
Transferrable industry skills gained in this course		
<div><div><ul style="list-style-type: none">risk managementtime managementbasic emergency response</div><div><ul style="list-style-type: none">communicationproblem solvingdecision making</div></div>		
Examples of occupations in the manufacturing and engineering industry		
<div><div><ul style="list-style-type: none">fitter machinistrefrigeration mechanic</div><div><ul style="list-style-type: none">toolmakermaintenance fitter</div><div><ul style="list-style-type: none">Air conditioning mechanic</div></div>		
VET requirements		
Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.		
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.		
HSC requirements		
Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.		
External Assessment) There is no external assessment (optional HSC examination) for this course.		
Consumable costs: Preliminary - \$60	HSC - \$60	Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy
A school-based traineeship is not available in this course.		
Exclusions: General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions		

2025 Retail Services Course Descriptor

SIR30216 Certificate III in Retail

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

Course: Retail Services

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail <https://training.gov.au/Training/Details/SIR30216>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- maintain store operations
- using technology to organise information
- meeting organisational expectations
- customer service skills
- teamwork
- problem solving

Examples of occupations in the retail services industry

- frontline sales assistant
- customer service representative
- shop assistant
- retail supervisor
- team leader
- senior sales assistant

VET requirements**Competency-Based Assessment**

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements**Mandatory course requirements**

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for 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 your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - \$45

HSC - \$45

Refunds

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

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

Exclusions: In this framework students can only undertake the Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

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.

Course: Ceramics	
Content Endorsed Course	
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
<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>Main Topics Covered</p> <p>Modules include:</p> <ul style="list-style-type: none"> ▪ Handbuilding ▪ Throwing ▪ Sculptural Forms ▪ Kilns ▪ Glaze Technology ▪ Casting ▪ Surface Treatment ▪ Mixed Media. <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>Particular Course Requirements</p> <p>Students are required to keep a diary throughout the course.</p>	
Fees:	\$50
Contact Teacher:	Mrs L Akhurst
Head Teacher:	Mrs L Akhurst
<p>How will this course help me in the future?</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>	

Course: Exploring Early Childhood	
Content Endorsed Course	Exclusions: 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"> ▪ develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years. ▪ recognise the uniqueness of all children, including those who have special needs. ▪ become aware of the value of play in the lives of children and consider means of providing safe and challenging environments for play. ▪ identify the range of services developed and provided for young children and their families. ▪ consider the role of family and community in the growth, development and learning of young children. ▪ reflect upon potential implications for themselves as adults, in relation to young children. ▪ understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families ▪ become aware of the work opportunities available in children's services. 	
Fees:	\$20 per year
Contact Teacher:	Mrs Ludlam
Head Teacher:	Mrs Morrison
<p>How will this course help me in the future?</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>	

Course: Marine Studies	
Content Endorsed Course	Exclusions: 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"> ▪ knowledge, understanding and appreciation that promote sound environmental practices in the marine environment. ▪ the ability to cooperatively manage activities and communicate in a marine context. ▪ an ability to apply the skills of critical thinking, research and analysis. ▪ knowledge and understanding of marine industries and their interaction with society and with leisure pursuits. ▪ knowledge, understanding and skills in safe practices in the marine context. 	
Fees:	\$15 plus excursion related costs.
Contact Teacher:	Mrs L Rolfe/M Enders
Head Teacher:	Mrs A Barrale
How will this course help me in the future? <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 instil 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>	

Course: Photography, Video and Digital Imaging	
Content Endorsed Course	
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
<p>Course Description</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>Main Topics Covered</p> <p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> ▪ Wet Photography ▪ Video ▪ Digital Imaging. <p>Modules include:</p> <ul style="list-style-type: none"> ▪ Introduction to the Field ▪ Developing a Point of View ▪ Traditions, Conventions, Styles and Genres ▪ Manipulated Forms ▪ The Arranged Image ▪ Temporal Accounts. <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>Particular Course Requirements</p> <p>Students are required to keep a diary throughout the course.</p>	
Fees:	\$95
Contact Teacher:	Mrs L Akhurst
Head Teacher:	Mrs L Akhurst
<p>How will this course help me in the future?</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>	

Course: Sport, Lifestyle and Recreation Studies
Content Endorsed Course
<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"> ▪ knowledge and understanding of the factors that influence health and participation in physical activity. ▪ knowledge and understanding of the principles that impact on quality of performance. ▪ an ability to analyse and implement strategies to promote health, activity and enhanced performance. ▪ a capacity to influence the participation and performance of self and others. <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"> ▪ Aquatics ▪ Athletics ▪ First Aid and Sports Injuries ▪ Fitness ▪ Gymnastics ▪ Individual Games and Sports Application I and II ▪ Outdoor Recreation ▪ Resistance Training ▪ Sports Administration ▪ Social Perspectives of Sport ▪ Healthy Lifestyle ▪ Coaching Certificates <p>Schools can 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</p> <p>Contact Teacher: Mr D Koen</p> <p>Head Teacher: Mrs J Morrison</p>
<p>How will this course help me in the future?</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>

Course: Visual Design	
Content Endorsed Course	
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
Course Description <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>	
Main Topics Covered <p>Modules may be selected in any of the four broad fields of:</p> <ul style="list-style-type: none"> ▪ graphic design ▪ wearable design ▪ product design ▪ interior/exterior design. <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
How will this course help me in the future? <p>Further studies may be undertaken at TAFE. TAFE NSW has a credit transfer website on which transfer arrangements are regularly updated www.tafensw.edu.au/hsctafe.</p> <p>Students may also negotiate recognition into training package qualification with R.T.O.</p>	

Course: Work Studies	
2 units for each of Year 11 and HSC Content Endorsed Course	Exclusions: Nil
<p>Course Description</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"> • Recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities. • Develop an understanding of the changing nature of work and the implications for individuals and society. • Undertake work placement to allow for the development of specific job-related skills • Acquire general work-related knowledge, skills and attitudes, transferable across different occupations • Develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace 	
<p>Main Topics Covered</p> <p>Core Topic and Modules include:</p> <ul style="list-style-type: none"> • My Working Life • In the Workplace • Preparing Job Applications • Workplace Communication • Teamwork and Enterprise Skills • Managing Work and Life Commitments • Personal Finance • *Workplace Issues (the prerequisite module is <i>In the Workplace</i>) • *Self-Employment (the prerequisite module is <i>Managing Work and Life Commitments</i>) <ul style="list-style-type: none"> - <i>Skill development will include practical handyman activities and basic automotive and home maintenance</i> • *Team Enterprise Project (the prerequisite module is <i>Teamwork and Enterprise Skills</i>) <ul style="list-style-type: none"> - <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> • 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"> - <i>Students will be seeking work experience on a regular basis to enhance their employment opportunities.</i> • 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"> - <i>Class teachers will undertake a school developed module to increase students skills in an area of need.</i> <p>Modules indicated by an asterisk, require the completion of prerequisite modules or appropriate prior learning.</p>	
<p>Course Requirements</p> <p>Students are required to keep a diary throughout the course.</p> <p>Students may be required to have access to suitable Personal Protective Equipment eg. work boots for practical activities.</p>	
Fees:	Nil
Contact Teacher:	Ms Spence Head Teacher: Mrs C Debenham
<p>How will this course help me in the future?</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. The employer and student are committed to completing the apprenticeship on a full-time basis after the HSC is completed.

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.

NOTE: A student can only EVER do one SBAT. If a student has commenced an SBAT in Year 10 (e.g. through McDonalds or KFC) he/she cannot do another SBAT at any stage.

SECTION 6

eVET Courses

PLEASE NOTE

**eVET courses being offered in 2025 will not be confirmed until Term 3 2024.
Courses will only run if there is sufficient demand.**

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

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 Wyong, Ourimbah, Gosford, Hornsby and Ultimo TAFE campuses.

eVET courses may include a work placement component, which is a mandatory requirement for course completion.

eVET courses may be provided as:

- Face to Face – physically going to a TAFE campus – Wyong, Ourimbah, Gosford, Hornsby, Ultimo and participating in classes with other students and teacher.
- Digital – online course with all course work including assessments provided in electronic form. Feedback provided by teacher on student's TAFE Digital Campus dashboard. Students may be expected to attend workshop days on a TAFE Campus each term.
- Virtual – course work is covered by an online teacher in 3 hour blocks each week, all course work and assessments are provided, and submitted, in electronic form. Students are expected to have their own headset with microphone, cameras will be provided by the school.

External courses such as eVET and SBAT's take the place of a timetabled subject.

The external course (apart from Digital TAFE) will impact on a student's attendance in other timetabled classes to varying degrees as they will miss classes to attend their TAFE block of 3 – 4 hours per week.

Students are expected to keep up with all course work for all 6 subjects and progress checks will be undertaken.

All students with an external course are timetabled into a dedicated room during their 'free' periods to complete TAFE tasks and catch up on work missed due to TAFE commitments. Attendance is checked and absences will be followed up.

Students will also be provided with extra support from the Learning and Support Team as required. All courses are subject to the availability of funding, staffing and resources as well as sufficient student demand. **Not all the proposed courses will operate in 2025.** 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).