The Ponds
HIGH SCHOOL

Stage 6 2022-2023
Subject Selection Handbook

Inspired Learning

Phone: (02) 9626 3562
Fax: (02) 9837 0823
Email: theponds-h.school@det.nsw.edu.au
Website: www.theponds-h.schools.nsw.gov.au
180 Riverbank Drive, The Ponds, NSW, 2769

NSW GOVERNMENT Education Public Schools

Principal: Mrs Jenny Weal

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INTRODUCTION

Welcome to the final two years of your Secondary Education at The Ponds High School. Years 11 and 12 mark an exciting period in your schooling as they open up academic and career pathways for each student. To this end, subject choices for Stage 6 should be considered carefully, individually and with the future in mind.

Continuing with Stage 6 schooling at The Ponds High School requires maturity, commitment and time-management with an individual focus on effort and motivation to study. Wise selection of subjects that take into account your interests, abilities, career aspirations and tertiary entrance requirements, will collectively contribute to personal satisfaction and academic success.

To assist you in making an informed choice with regard to your subject selection, this booklet will provide you with information on:

- ✓ The HSC and eligibility requirements
- ✓ Selecting the right subjects
- ✓ The Record of School Achievement (RoSA)
- ✓ The different types of courses
- ✓ ATAR (Australian Tertiary Admission Rank) requirements
- ✓ The curriculum content of each course on offer at The Ponds High School.
- ✓ Course costs

Students should: read this book carefully; seek advice from and ask questions of teachers, Year Advisers, the Careers Adviser and Head Teachers; and discuss choices with parents and carers.

In Years 11 and 12, there is significant focus on assessment against syllabus outcomes of Stage 6 courses. These outcomes are explicitly stated in the respective syllabi of each course and will be assessed through assessment tasks, class tests and formal examinations. Specific details about assessment requirements in each course will be supplied soon after the commencement of Year 11 in 2021. You may also view and download the respective syllabi documents for Stage 6 courses at https://syllabus.nesa.nsw.edu.au.

Stage 6 study begins your transition from school to your life after school. All senior students will become important role models within the school and will also be expected to reflect the values of The Ponds High School to our growing community. Being positive, prepared, productive, prompt and polite are attitudes and practices that will not only serve you as a student of The Ponds, but are also traits that are in demand by the world of work and life beyond the school gates.

We wish everyone success as you begin your journey into senior school.

Jennifer Weal
Principal

THE HIGHER SCHOOL CERTIFICATE AND ELIGIBILITY

The Higher School Certificate (HSC) is the highest educational award in secondary education in New South Wales and in many cases recognises 13 years of schooling. It is awarded to students who have satisfactorily completed Years 11 and 12 at secondary school.

As an internationally recognised credential, the HSC provides a strong foundation for your future whether you wish to pursue tertiary qualifications, vocational training or employment.

The rules and requirements for HSC eligibility are governed by the *New South Wales Education Standard Authority (NESA)* and are published in the *Assessment, Certification and Examination (ACE) Manual*. In short, to be eligible for the HSC, students must:

- Meet the HSC minimum standard in Literacy and Numeracy
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Complete the *HSC: All My Own Work* * before you submit any Preliminary / Year 11 or HSC / Year 12 course work
- Satisfactorily complete courses in the pattern of study required by NESA including:
    - The completion of a Preliminary pattern of study that includes at least 12 Units
    - The completion of a HSC Pattern of study that includes at least 10 Units.
- Complete the assessment requirements for each course
- Complete any prescribed practical, oral or project works required for specific courses
- Sit for and make a serious attempt at the statewide HSC examinations

*** NOTE:** Students undertaking only Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program.

HSC MINIMUM STANDARD

Students sitting the HSC Exam in 2022 will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school

- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks.

- Students master basic skills at different stages so there are multiple opportunities available for students to understand and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

Year 10 students who do not demonstrate the HSC Minimum Standard in Reading, Writing and Numeracy in 2020 will have two opportunities in Year 11 and in Year 12 to complete the corresponding NESA Online Testing to meet the standard.

THE RoSA AND THE LEAVING AGE

The Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. If you leave:

During Year 11 – You can receive a RoSA that lists the Stage 5 courses completed and the results received as well as the Preliminary Courses you participated in and the date that you left school.

At the end of Year 11 – You can receive a RoSA with your Stage 5 and Preliminary Courses subjects and the results received in these courses.

During Year 12 – You can receive a RoSA with your Stage 5 and Preliminary Course subjects and a list of HSC Courses you participated in and the date that you left school.

School Leaving Age

The official school leaving age is 17 years. Students are currently required to complete Year 10 and they have a number of options from which to participate until at least age 17.

After Year 10 and until the age of 17 students must be:

a) In school, or registered for home schooling OR
b) In approved education or training OR
c) In full-time, paid employment (average 25hrs/week) OR
d) In a combination of these

CHOOSING THE RIGHT SUBJECT

You are making choices about your subjects that are starting to shape the future you want to have. Advice for picking the right subjects:

- Choose subjects carefully – think about your interests and abilities, NOT what your friends are choosing.
- Be realistic! Select the courses and level that meet your needs and abilities. Assess your goals and your capabilities.
- Take responsibility for your learning. Do your best in the classroom and with assessment tasks.
- MOST IMPORTANTLY, strike a balance. It is important to pursue your sporting and cultural interests, enjoy your leisure time and accept some wider community responsibilities.

When considering your subjects, you need to consider:

- Ability — Choose subjects you are good at.
- Interest — Choose subjects in which you are interested.
- Motivation — Choose subjects you really want to learn.
- Career Choice — Choose subjects which may be required for entrance to tertiary courses in which you are interested

Note: All students are advised to have conversations with subject teachers, head teachers, career advisors and year advisors. Parents should attend the subject selection information night to have an understanding of the HSC and to speak to head teachers about the suitability of their child for particular subject selection choices. You may also like to consider the UAC advice for subject selection. Particularly refer to: https://www.uac.edu.au/assets/documents/year-10/Yr10-tips-for-choosing-HSC-courses.pdf .

To gain an HSC, students must have completed a minimum of 12 Units of Preliminary / Year 11 courses and minimum 10 Units of HSC / Year 12 courses. All courses in the HSC have a unit value. Most courses are 2 units.

Students must satisfactorily complete the Preliminary Course (usually studied during Year 11) before they are **eligible** to commence the corresponding HSC Course (usually studied during Year 12). English is the only compulsory subject for the HSC.

Students should pay close attention to course requirements and whether there is an external project to be submitted. Students should also seek advice when selecting more than one subject with external projects as these involve a significant investment of time outside of the curriculum. Examples of subjects with external projects include Visual Arts, IT Multimedia, Wood, Drama, Dance, Extension 2 English (HSC only), Society and Culture, Extension History, Music and Textiles.

TYPES OF COURSES

NESA Developed Courses

These courses are developed by the New South Wales Education Standards Authority (NESA) and can be classified as Category A or Category B subjects. The criteria for Category A subjects are academic rigour, depth of knowledge and understanding and the degree for which the course contributes to the assumed knowledge for university study. These are the large number of courses that are set and externally examined by NESA including courses in the areas of English, Mathematics, Science, Technology, Creative Arts, Personal Development, Health and Physical Education (PDHPE), Human Society and its Environment (HSIE), Languages and Vocational Education and Training (VET) Curriculum Frameworks.

All students who study these courses follow a set syllabus developed by NESA which also specify course outcomes and assessment requirements.

These courses may contribute to the calculation of an Australian Tertiary Admission Rank (ATAR). At present there are a few Category B courses. The rules allow you to include up to 2 Units of Category B courses in the calculation of your ATAR.

NESA Endorsed Courses

There are two types of NESA Endorsed Courses:

1. Content Endorsed Courses (CECs) - have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.
2. School Developed Courses – these are courses developed by individual schools in response to local interest or need and endorsed by NESA.

All NESA Endorsed courses count towards the HSC and appear on the student's RoSA. However, there is no external examination for any Content Endorsed Courses and they do not count in the calculation of the ATAR.

Vocational Education and Training (VET) Courses

VET courses, which can be either NESA Developed OR NESA Endorsed, teach students skills that are relevant to future study and have clear links to post-school employment destinations. They enable students to study courses to gain both the HSC credential and accreditation with industry as part of the Australian Qualifications Framework (AQF). VET courses each have a specific workplace component and a prescribed minimum number of hours students must spend in the workplace. 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.

NESA developed VET courses can count in the calculation of the ATAR ONLY if the student completes the external examination for that course.

Life Skills Courses

These courses are designed for students who have completed a Special Education Program of Study in Stage 5 and participation will be based upon an individual transition planning process for both the Preliminary and HSC years.

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 Unit or 2 Units. Most courses are 2 Unit.

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

2 Unit Courses	This is the basic structure for all courses. It has a value of 100 marks
Extension Courses	Extension study is available in a number of subjects. Extension Courses build on the content of the 2 Unit course and carry an additional value of 1 Unit, requiring students to work beyond the standard of the 2 Unit course. Extension courses are available in English, Mathematics, History, Music and some Languages. English and Mathematics Extension courses are available at Preliminary and HSC levels. Students must study the Preliminary 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.
1 Unit Courses	This is roughly half the amount of class time that you would spend on a 2 Unit course. There are a number of 1 Unit Board Endorsed Courses. These courses do not count in the ATAR.

Award of the HSC

Candidates for the Higher School Certificate must study a minimum of 12 Units in the Preliminary Course and a minimum of 10 Units in the HSC Course.

Both the Preliminary Course and the HSC Course must include the following:

- At least 6 units from Board Developed Courses
- 2 Units of a Board Developed Course in English
- At least 3 courses of 2 Units value or greater
- At least 4 subjects
- No more than 6 Units of courses in Science can contribute to the HSC

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Each year approximately 40 000 current school leavers apply through UAC (the Universities Admission Centre) for admission to courses offered by NSW and ACT universities. For the majority of courses there are more applicants than places. Applicants must be ranked to allow selection to take place.

The first step in the selection process is to check whether applicants have satisfied any and all prerequisites specified for the courses for which they have applied. The second step is to rank all applicants who satisfy the prerequisites for that course. For most courses, applicants who are current school leavers are ranked using the ATAR. Whilst many courses do not have prerequisites it is important to consider the 'assumed knowledge' for a course. Without the assumed knowledge for a course you may be accepted but will definitely struggle with the content.

Some courses have additional selection criteria, such as a portfolio, interview, audition, questionnaire or test. You can find more details about additional selection criteria and the selection process in the UAC Guide: https://www.uac.edu.au/future-applicants/year-10-students. You may also find the following website useful in helping with selection of subjects and with gaining information about prerequisites and assumed knowledge: www.jobjump.com.au .

What is the ATAR?

The ATAR is a number between 0.00 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the NSW HSC in relation to other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by UAC. **The ATAR is a rank, not a mark.**

Eligibility

To be eligible for an ATAR a student must complete at least ten units of NESA Developed courses. These ATAR courses must include:

1. Eight units from Category A courses
2. Two units of English
3. Three NESA Developed Courses of two Units or greater
4. Four subjects

What courses can be included in 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, and
- the best eight units from the remaining units of Board Developed courses, subject to the provision that no more than two units of Category B courses can be included.

For further information about the ATAR, ring UAC on (02) 9752 0200, or see the UAC Website: www.uac.edu.au

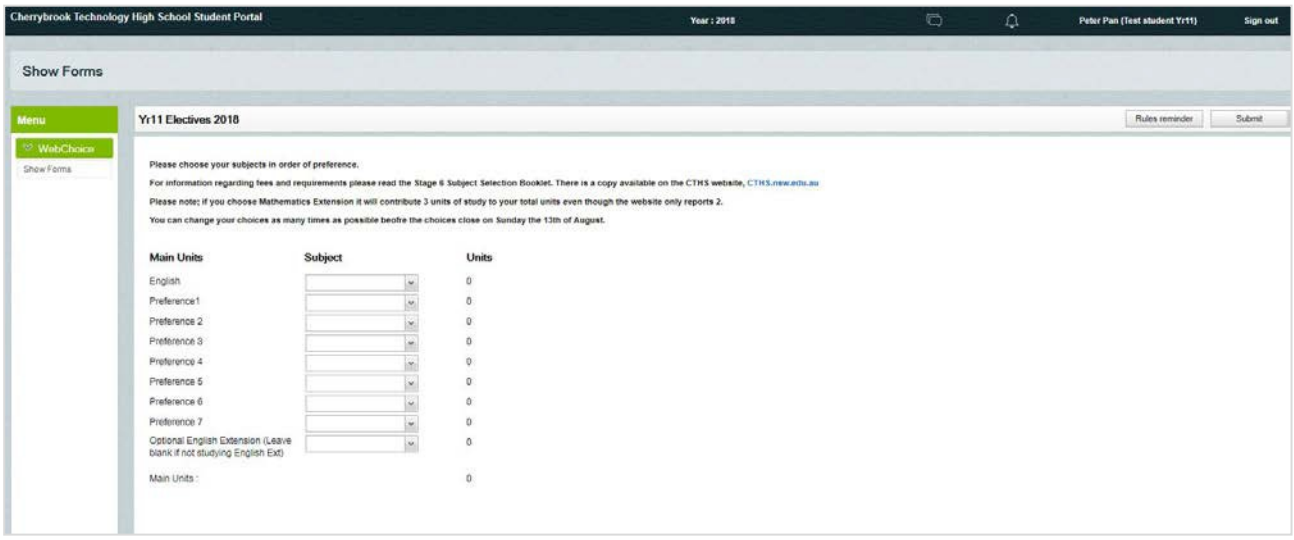
HOW TO MAKE YOUR SUBJECT SELECTIONS

All students will use Edval Webchoice to make their subject selections. Students **MUST** use their DET email address (firstname.surname@education.nsw.gov.au) to receive the invitation email with the link and a unique web-code.

All students **MUST** select eight (8) 2 unit subjects. Extension Mathematics 1 and Extension English 1 are considered choices that are in addition to these.

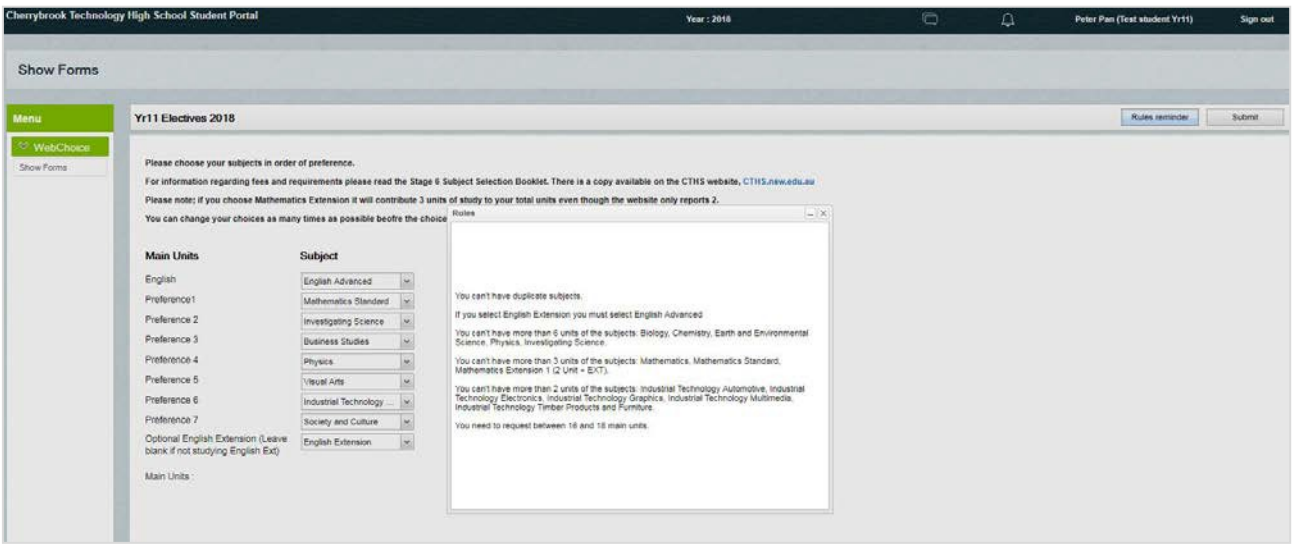
Step 1
Go to https://spring.edval.com.au/ and enter the unique code.

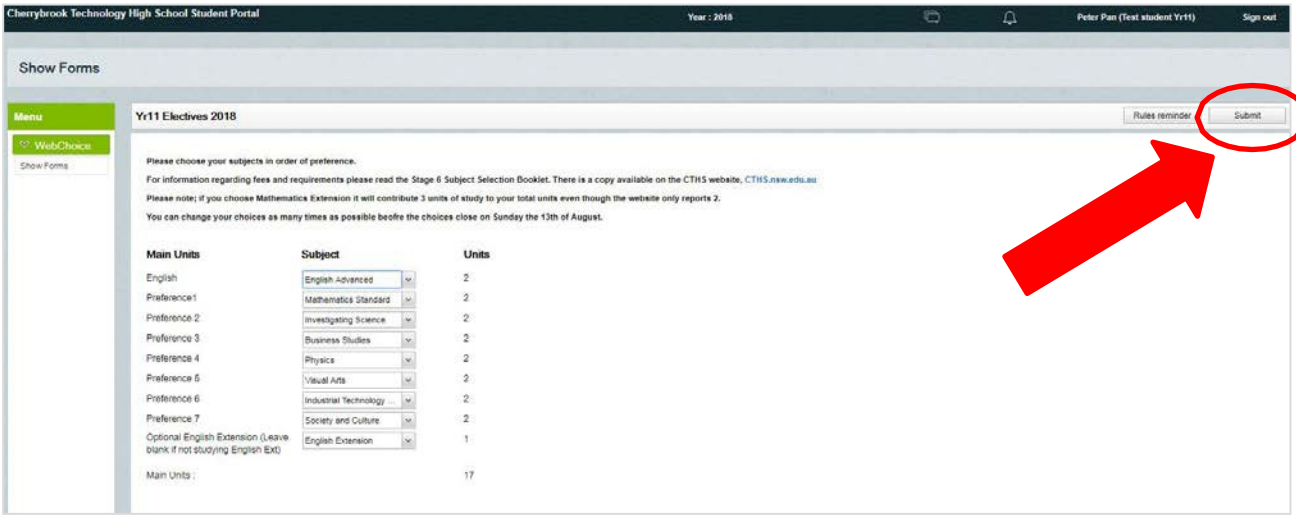
Step 2
Select the subjects in **ORDER** of **PREFERENCE** (this means the subject listed at the top is the one desired the most).



Step 3
Once you have made your subject selections click **'Submit'.**

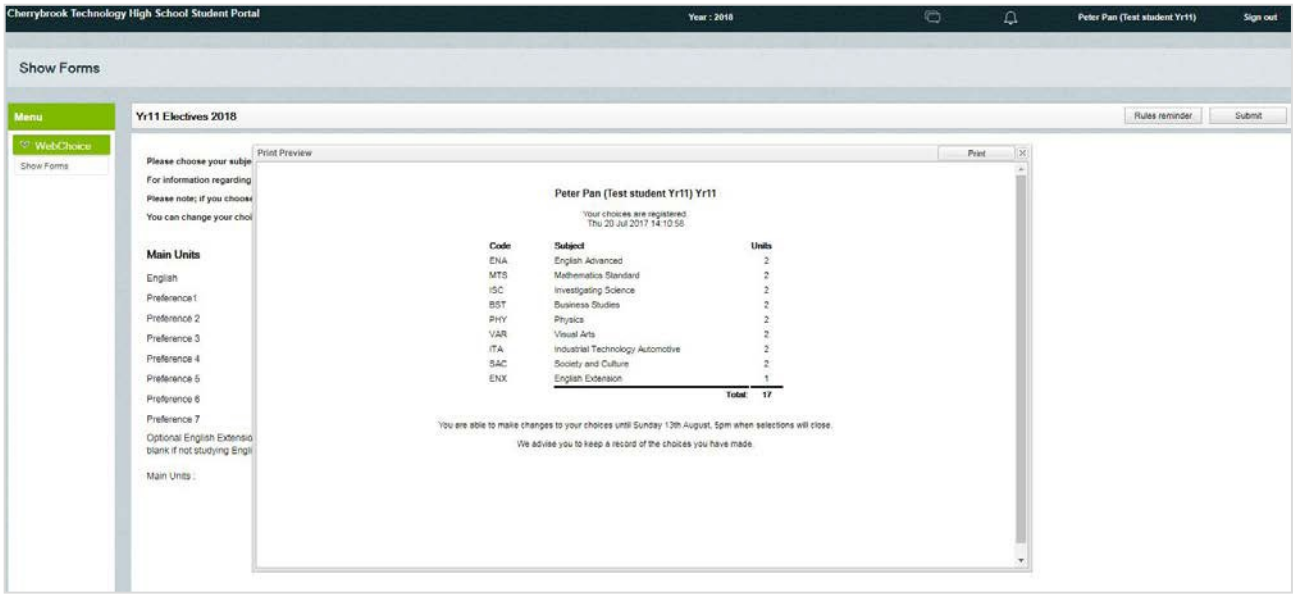
Please note: You may receive an error message if you have entered a combination of units that breach the NESA rules.





Step 4

Print out and keep a copy of this screen as proof of your subject selection choices.



CONTACT DETAILS AND FURTHER ENQUIRIES

Should you need further advice, please contact the designated course contact that appears at the end of each subject description. You can do this by emailing the ponds-h.school@det.nsw.edu.au and mark the correspondence to the attention of the designated person.

For all further advice around procedural, ATAR or NESA requirements for specific course structures, please contact the Head Teacher Secondary Studies – Stage 6:

Mr Alex McLellan
Alexander.Mclellan2@det.nsw.edu.au

For any other advice of a general nature please contact the Deputy Principal responsible for the current Year 10 cohort:

Mr James Laird
James.Laird@det.nsw.edu.au

COMPULSORY COURSE: ENGLISH

2 Units of English are Compulsory

Course Name	Code	Unit Value	Faculty	Fee
English (Advanced)	ENA	2	English	NIL
HSC English Extension 1	EX1	1	English	NIL
HSC English Extension 2 (Year 12 Only)	EX2	1	English	NIL
English (Standard)	ENS	2	English	NIL
English Studies	ESD	2	English	NIL

ENGLISH ADVANCED

Course Type:	Board Developed Course	Course Code:	ENA

Units:	2	ATAR Category:	A

Exclusions:	English (Standard), English (Studies), English (EALD)	Prerequisites:	NIL

Course Description:

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

The Preliminary Course

Course Content:

- Common Module: Reading to Write
- Module A: Narratives that Shape Our World
- Module B: Critical Study of Literature

Text Requirements:
There are no prescribed texts for Year 11.
Students must explore a range of types of texts drawn from prose fiction, drama, poetry, non-fiction, film, media and digital texts.
The Year 11 course requires students to support their study of texts with their own wide reading.

The HSC Course

- Common Module: Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing

Text Requirements:
Students are required to closely study four prescribed texts, one drawn from each of the following categories:

- Shakespearean drama
- prose fiction OR print non-fiction
- poetry OR drama

The remaining text may be film, media or digital text or may be selected from one of the categories above.
The selection of texts for Module C: The craft of writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.
Students must study ONE related text in the common module: Texts and Human Experiences.

Assessment:

Students will be assessed on their reading, writing, speaking, listening, viewing and representing.

Relevance to Employment or Further Study:

Students hoping to enter careers where high level communication skills are necessary should consider English (Advanced). These careers/courses could include: law, medicine, journalism, education, etc.

Course Contact:	Ms Dolstra (Head Teacher English) and Mr Bennett (Head Teacher English)

ENGLISH EXTENSION 1 & 2

Course Type:	Board Developed Course	**Course Code:**	EX1 (Extension 1) EX2 (Extension 2)

Units:	1	**ATAR Category:**	A

Exclusions:	English (Standard), English (Studies), English (EALD)	**Prerequisites:**	a) English (Advanced) b) Ext 1 Yr. 11 is a prerequisite for Ext 1 Yr. 12 c) Ext 1 Yr. 12 is a prerequisite for Ext 2 Yr. 12.

Course Description:

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

The Preliminary Course

Course Content:

- Module: Texts, Culture and Values

Related research project: This project may be undertaken concurrently with the module.
Text Requirements:

- Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures
- Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.

The HSC Course

Course Content for English Extension 1

- Common Module: Literary Worlds with ONE elective option.

Text Requirements:
The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts. Students are also required to study at least TWO related texts

Students who complete English Extension 1 in their Preliminary Year, also have the option of enrolling in English Extension 2 during their HSC Year. English Extension 2 requires the concurrent study of English Extension 1. A student who chooses to un-enrol from Extension 1 would also need to un-enrol from Extension 2.

Course Content for English Extension 2:

- The Composition Process
- Complete a Major Work
- Complete a Reflection Statement
- Maintain a Major Work Journal

Text Requirements:
Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement

Assessment:

Students will be assessed on their ability to compose sophisticated creative and analytical extended pieces of work.

Relevance to Employment or Further Study:

Students who are passionate about the study of English and the composition of original, extended texts. This course would be of benefit for students wishing to study journalism and creative writing.

Course Contact:	Ms Dolstra (Head Teacher English) and Mr Bennett (Head Teacher English)

ENGLISH STANDARD

Course Type:	Board Developed Course	Course Code:	ENS

Units:	2	ATAR Category:	A

Exclusions:	English (Advanced), English (EALD), English (Extension), English (Studies)	Prerequisites:	NIL

Course Description:

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

The Preliminary Course

Course Content:
Common Module: Reading to Write

- Module A: Contemporary Possibilities
- Module B: Close Study of Literature

Text Requirements:
There are no prescribed texts for Year 11.
Students are required to study ONE complex multimodal or digital text in Module A (this may include the study of film).
Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.
Students must explore a range of types of texts drawn from prose fiction, drama, poetry, non-fiction, film, media and digital texts.
The Year 11 course requires students to support the study of texts with their own wide reading.

The HSC Course

Course Content
Common Module: Texts and Human Experience

- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: The Craft of Writing

Text Requirements:
Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:

- prose fiction OR print non-fiction
- poetry OR drama
- film OR media

The selection of texts for *Module C: The Craft of Writing* does not contribute to the required pattern of prescribed texts for the course.
Students must study ONE related text in the Common Module: Texts and Human Experiences.

Assessment:

Students will be assessed on their reading, writing, speaking, listening, viewing and representing.

Relevance to Employment or Further Study:

Students wishing to study a university course would benefit from selecting English (Standard).

Course Contact:	Ms Dolstra (Head Teacher English) and Mr Bennett (Head Teacher English)

ENGLISH STUDIES

Course Type:	Board Developed Course	Course Code:	ESD

Units:	2	ATAR Category:	B

Exclusions:	English (Standard), English (Advanced), English (EALD), English (Extension)	Prerequisites:	NIL

Course Description:

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 HSC, but who are seeking an alternative to the English Standard course.

Course Entry Guidelines: This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who intend to proceed from school directly into employment or vocational training.

This course is particularly suitable for students who have achieved below 50% in Stage 5 English and are not intending to pursue university studies. Completing the HSC examination is OPTIONAL.

Students who complete the course ARE eligible for the calculation of an Australian Tertiary Admission rank (ATAR) BUT ONLY IF they complete the optional HSC examination.

The Preliminary Course

Course Content:

- Mandatory Module: Achieving through English: English in Education, Work and Community.

Text Requirements:

In both Year 11 and Year 12 students are required to:

- 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).

Students will have the experience of: reading, viewing, listening to and composing a wide range of texts. These will include literary texts written about intercultural experiences and peoples and cultures of Asia, Aboriginal and/or Torres Strait Islander authors and texts with a wide range of cultural, social and gender perspectives, popular and youth cultures. These texts will be drawn from prose fiction, drama, poetry, non-fiction, film, media and digital texts.

Additional Requirements: In both Year 11 and Year 12 students are required to:

- 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.

The HSC Course

Course Content:

- Mandatory Module: Texts and Human Experiences.
- An additional 2-4 modules to be studied.

Assessment:

Students will be assessed on their ability to apply the skills covered in the modules. This will include research projects and workplace/everyday texts.

Relevance to Employment or Further Study:

Students who are wishing to learn a trade and do not need to attend university course should consider choosing English Studies.

Course Contact:	Ms Dolstra (Head Teacher English) and Mr Bennett (Head Teacher English)

BOARD DEVELOPED COURSES

Course Name	Code	Unit Value	Faculty	Fee
Aboriginal Studies	ABS	2	HSIE	NIL
Ancient History	AHI	2	HSIE	NIL
HSC History Extension	HIX	1	HSIE	NIL
Biology	BIO	2	Science	$10
Business Studies	BST	2	HSIE	NIL
Chemistry	CHE	2	Science	$10
Community and Family Studies	CFS	2	PDHPE	Year 11 - $20 Year 12 - $20
Dance	DAN	2	CAPA	Year 11 - $50 Year 12 - $50
Design and Technology	DAT	2	TAS	Year 11 - $100 Year 12 - $40
Drama	DRA	2	CAPA	Year 11 - $50 Year 12 - $50
Earth and Environmental Science	EES	2	Science	$10
Economics	ECO	2	HSIE	NIL
Engineering Studies	EST	2	TAS	Year 11 - $30 Year 12 - $30
Food Technology	FDT	2	TAS	Year 11 - $60 Year 12 - $60
Geography	GEO	2	HSIE	NIL
History Extension	HIX	1	HSIE	NIL
Industrial Technology Metal and Engineering	ITM	2	TAS	Year 11 - $100 Year 12 - $40 Students to purchase their own materials for their Major Project
Industrial Technology Multimedia	IMM	2	TAS	Year 11 - $40 Year 12 - $40 Students to purchase their own materials for their Major Project
Industrial Technology Timber	ITT	2	TAS	Year 11 - $100 Year 12 - $40 Students to purchase their own materials for their Major Project
Information Processes and Technology	IPT	2	TAS	Year 11 - $30 Year 12 - $30
Investigating Science	ISC	2	Science	$10
Japanese Beginners	JAB	2	Languages	NIL
Japanese Continuers	JAC	2	Languages	NIL
Japanese Extension	JAX	1	Languages	NIL
Legal Studies	LST	2	HSIE	NIL
Mathematics Advanced	MAT	2	Mathematics	NIL
Mathematics Extension 1	MTX1	1	Mathematics	NIL
Mathematics Extension 2 (HSC Only)	MTX2	1	Mathematics	NIL
Mathematics Standard 1	MT1	2	Mathematics	NIL
Mathematics Standard 2	MT2	2	Mathematics	NIL
Modern History	MHI	2	HSIE	NIL
Music 1	MS1	2	CAPA	Year 11 - $50 Year 12 - $50
Personal Development Health and Physical Education	PDH	2	PDHPE	Year 11 - $20 Year 12 - $20
Physics	PHY	2	Science	$10

Science Extension	SXT	2	Science	$10
Society and Culture	SAC	2	HSIE	NIL
Software Design and Development	SDD	2	TAS	Year 11 - $30 Year 12 - $30
Studies of Religion II	RLG	2	HSIE	$10
Textiles and Design	TAD	2	TAS	Year 11 - $75 Year 12 - $40 Students to purchase their own materials for their Major Project
Visual Arts	VAR	2	CAPA	Year 11 - $100 Year 12 - $100

ABORIGINAL STUDIES

Course Type:	Board Developed Course	Course Code :	ABS

Units:	2	ATAR Category:	A

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

The Preliminary Course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The HSC Course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

The Preliminary Course

- Part I: Aboriginality and the Land (20%) – Aboriginal peoples' relationship to Country
- Part II: Heritage and Identity (30%) – The Dreaming and cultural ownership
- Part III: International Indigenous Community: Comparative Study (25%)
- Part IV: Research and Inquiry Methods: Local Community Case Study (25%) Methods and skills relating to community consultation, planning research, acquiring information, processing & communicating information.

The HSC Course

- Part I – Social Justice and Human Rights Issues (50%)
  • Global Perspective (20%) Global understanding of human rights and social justice AND (B) Comparative Study (30%)
- Part II – Case Study of an Aboriginal community for each topic (20%)
- Part III – Research and Inquiry Methods – Major Project (30%)
- Choice of project topic based on student interest.

Assessment:

In both the Preliminary and HSC Course students will be assessed on:

- Knowledge and understanding of course content
- Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives
- Research and inquiry methods, including aspects of the Major Project
- Communication of information, ideas and issues in appropriate forms

Relevance to Employment or Further Study:

Students will develop key employability skills and competencies including collecting, analysing and organising information; communicating ideas and information; and applying mathematical and analytical techniques.

Course Contact:	Mrs Akrong (Head Teacher HSIE)

ANCIENT HISTORY

Course Type:	Board Developed Course	Course Code:	AHI

Units:	2	ATAR Category:	A

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

Through the study of ancient history, students learn both about the interaction of societies and the impact of individuals and groups on ancient events and ways of life. The study of ancient history gives students an understanding of the possibilities and limitations of comparing past to present and present to past by exposing them to a variety of perspectives on key events and issues. The subject further provides students with opportunities to develop their own perspectives on the origins and influence of ideas, values and behaviours that are still relevant in the modern world.

The Preliminary Course

- Topic 1: The Nature of Ancient History
- Topic 2: Features of Ancient Societies
- Topic 3: Historical Investigation

The HSC Course

- Topic 1: Cities of Vesuvius- Pompeii and Herculaneum
- Topic 2: Ancient Societies
- Topic 3: Personalities in their times
- Topic 4: Historical periods

Assessment:

In both the Preliminary and HSC Course students will be assessed on:

- Knowledge and understanding of course content
- Historical skills in the analysis and evaluation of sources and interpretations
- Historical inquiry and research
- Communication of historical understanding in appropriate forms.

Relevance to Employment or Further Study:

Students who wish to study history to further at university, collage or TAFE should undertake this course. Some jobs that have relevance to the study of Ancient History include historian, solicitor, barrister, journalist, foreign affairs officer, media, librarian, writer, teacher, archivist, political analyst, editor, film/stage/TV director.

Course Contact:	Mrs Akrong (Head Teacher HSIE)

BIOLOGY

Course Type:	Board Developed Course	Course Code:	BIO

Units:	2	ATAR Category:	A

Exclusions:	Students may choose a maximum of 6 units of science in Year 11	Prerequisites:	NIL

Course Description:

Biology 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 Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

Preliminary Course

The Year 11 course investigates cellular structure and provides a basis for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and on biodiversity.

The HSC Course

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

Assessment:

The formal school-based assessment program will consist of three tasks in Year 11 and four in Year 12.
In addition to a formal written examination and depth study, tasks may include: practical examinations, the creation of models, field-work, research tasks and presentations. Assessment schedules will reflect a 60% weighting on the working scientifically skills and 40% weighting on knowledge and understanding of course content.

Relevance to Employment or Further Study:

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Course Contact:	Mr Ward (Head Teacher Science)

BUSINESS STUDIES

Course Type:	Board Developed Course	Course Code:	BST

Units:	2	ATAR Category:	A

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of the global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

The Preliminary Course

- Nature of Business
- Business Management
- Business Planning

The HSC Course

- Operations
- Marketing
- Finance
- Human Resources

Assessment:

There is a wide variety of assessments in Business Studies. In both Preliminary and HCS course, students will be assessed in areas such as knowledge and understanding of course content, stimulus-based skills, inquiry and research and communication of business information, ideas and issues in appropriate forms.

Relevance to Employment or Further Study:

This subject provides the sound understanding of business required for future careers such as company managers, Small Business management, banking, Real estate, retail, marketing, Sales Manager, Advertising, Finance and Administration and many more occupations. This course is also a good platform if you seek to study business at a university, college or at TAFE.

Course Contact:	Mrs Akrong (Head Teacher HSIE)

CHEMISTRY

Course Type:	Board Developed Course	**Course Code:**	CHE

Units:	2	**ATAR Category:**	A

Exclusions:	Students may choose a maximum of 6 units of science in Year 11	**Prerequisites:**	NIL

Course Description:

Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Preliminary Course

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The HSC Course

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals, which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

Assessment:

The formal school-based assessment program will consist of three tasks in Year 11 and four in Year 12.
In addition to a formal written examination and depth study, tasks may include: practical examinations, the creation of models, field-work, research tasks and presentations. Assessment schedules will reflect a 60% weighting on the working scientifically skills and 40% weighting on knowledge and understanding of course content.

Relevance to Employment or Further Study:

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.

Course Contact:	Mr Ward (Head Teacher Science)

COMMUNITY AND FAMILY STUDIES

Course Type:	Board Developed Course	Course Code:	CFS

Units:	2	ATAR Category:	A

Exclusions:	NIL	Prerequisites:	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.

The Preliminary Course

- Resource Management: - *Basic concepts of the resource management process* (approximately 20% of course time).
- Individuals and Groups: - *The individual's roles, relationships and tasks within 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).

The HSC Course

Course Content

- 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).

Course Options

Select one of the following (approximately 25% of course time):

- Family and Societal Interactions: **-** *Government and community structures that support and protect family members throughout their lifespan.*
- Social Impact of Technology: **-** *The impact of evolving technologies on individuals and lifestyle.*
- Individuals and Work: - *Contemporary issues confronting individuals as they manage roles within both their family and work environments.*

Assessment:

Students will complete a combination of tasks including research reports, essay writing and presentations.

Students are required to complete an Independent Research Project as part of the HSC internal assessment. HSC students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an Independent Research Project (IRP) on a topic of their choice.

Relevance to Employment or Further Study:

Community and Family Studies provides students with an understanding of individual needs and skills in resource management to enable them to achieve goals and contribute positively to society. Further education courses and careers linked with study in this course include Nurse, Occupational Therapist, Educator, Social Worker, Teacher (Primary and Secondary), Welfare Worker, Youth Worker, Paediatrician, Early Childhood Carer, and Counsellor.

Course Contact:	Ms Nicholls (Relieving Head Teacher PDHPE) and Mrs Lisa Perry (PDHPE Teacher)

DANCE

Course Type:	Board Developed Course	Course Code:	DAN

Units:	2	ATAR Category:	A

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

Dance in Stage 6 is designed for students to experience, understand and value dance as an art-form through the study of the performance, composition and appreciation of dance. Dance has been an integral component of every known culture, providing a means of expression and an extension of work and lifestyle patterns. It has accompanied the evolution of humanity as an integral part of the history of human movement, culture and communication. Dance provides a way of knowing about oneself, other people and the world.

The Preliminary Course and HSC Course

In Dance Stage 6, students are able to study dance as a unique art-form in which the body is the instrument for non-verbal communication and expression. The study of dance as an art-form within the school environment is of special educational value to the students' total development, as it offers students new ways of learning through the performance, composition and appreciation of dance.
Through the study of dance as an art-form, students learn the skills of dance, to perform and create dances, to critically analyse, respond, enjoy and make discerning judgments about dance, and to gain knowledge and understanding.

Assessment:

The core content of the Preliminary and HSC Dance courses consists of a broad study of dance as an art-form organised around the three interrelated components of Performance, Composition and Appreciation. Students will be assessed on their capacity to compose dance, perform dance and critically evaluate performances.

Relevance to Employment or Further Study:

The Dance Stage 6 course equips students with life skills while also providing continuity with many tertiary and industry courses. Students who study the Stage 6 Dance course acquire skills and knowledge that give them access to professional employment in dance, the performing arts and the entertainment and leisure industries.

Course Contact:	Ms Morrison (Head Teacher CAPA)

DESIGN AND TECHNOLOGY

Course Type:	Board Developed Course	Course Code:	DAT

Units:	2	ATAR Category:	A

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

Students study design processes, design theory and factors in relation to design projects.

In the Preliminary Course, students must participate in hands-on practical activities. Students study designing and producing, which includes the completion of at least one design projects.
In the HSC Course, the comprehensive study of designing and producing that were studied in the Preliminary Course are synthesised and applied.

In the HSC Course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.

The Preliminary Course

Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

The HSC Course

Students undertake a study of Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

Assessment:

A range of assessment methods are used throughout the Preliminary and HSC Course, including: project work, formal examinations, research tasks, case studies and presentations.

Relevance to Employment or Further Study:

The study of Design and Technology 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, the study of Design and Technology Stage 6 assists students to prepare for employment and full and active participation as citizens.

Course Contact:	Mr Skelton (Head Teacher TAS)

DRAMA

Course Type:	Board Developed Course	Course Code:	DRA

Units:	2	ATAR Category:	A

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.	Prerequisites:	NIL

Course Description:

Drama is an art form that explores the world through enactment. It is a collaborative art form that involves the creative interaction of individuals using a range of important life skills.
Drama is an important means of understanding, constructing, appreciating and communicating social and cultural values; interpreting, valuing and transmitting the past and traditions; exploring, celebrating and challenging the present and imagining the future.

The Preliminary Course

Course Content:

- Improvisation
- Play-building and Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

The HSC Course

Course Content:

- Australian Drama and Theatre
- Studies in Drama and Theatre
- Group Performance
- Individual Project

Assessment:

In the Preliminary Course, students will be assessed on Making, Performing and Appreciating Drama.
For the HSC, students will be assess on the *Group Performance* involving 3-6 students creating a piece of original theatre (8–12 minutes duration). It provides the 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 Script-writing or Video Drama. All students will complete a formal examination including essay responses related to the topic areas.

Relevance to Employment or Further Study:

The study of Drama 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, the study of Drama Stage 6 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.

Course Contact:	Ms Morrison (Head Teacher CAPA)

EARTH & ENVIRONMENTAL SCIENCE

Course Type:	Board Developed Course	**Course Code:**	EES

Units:	2	**ATAR Category:**	A

Exclusions:	Students may choose a maximum of 6 units of science in Year 11	**Prerequisites:**	NIL

Course Description:

Earth and Environmental Science 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.

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.

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.

The Preliminary Course

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface.

The HSC Course

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

Assessment:

The formal school-based assessment program will consist of three tasks in Year 11 and four in Year 12.
In addition to a formal written examination and depth study, tasks may include: practical examinations, the creation of models, field-work, research tasks and presentations. Assessment schedules will reflect a 60% weighting on the working scientifically skills and 40% weighting on knowledge and understanding of course content.

Relevance to Employment or Further Study:

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.

Course Contact:	Mr Ward (Head Teacher Science)

ECONOMICS

Course Type:	Board Developed Course	Course Code:	ECO

Units:	2	ATAR Category:	A

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

Economics provides an 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, inflation or interest 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.

The Preliminary Course

- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and role of labour in the economy
- Financial Markets – the financial market in Australia including the share market
- Government in the Economy – the role of government in the Australian economics

The HSC Course

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, distribution of income and wealth
- Economic Policies and Management – the range of policies to manage the economy

Assessment:

In both Preliminary and HSC Courses students will be assessed on:

- Knowledge and understanding of course content.
- Stimulus-Based Skills.
- Inquiry and research.
- Communication of economic information, ideas and issues in appropriate forms

Relevance to Employment or Further Study:

This course may provide students with the knowledge required for further study at university, TAFE and college and employment in the following areas: Business, Accounting, Finance, Media, Law, Marketing, Employment Relations, Tourism, Banking, Economic Forecasting, Town Planning, Property Development and management, Foreign Affairs, Insurance.

Course Contact:	Mrs Akrong (Head Teacher HSIE)

ENGINEERING STUDIES

Course Type:	Board Developed Course	Course Code:	EST

Units:	2	ATAR Category:	A

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

Both Preliminary and HSC Courses offer students' knowledge, understanding and skills in aspects of engineering, which include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering such as household appliances, bridges, braking systems, cranes, aeronautical engineering and telecommunications engineering.

The Preliminary Course

The Preliminary Course covers the topics:

- Engineering fundamentals
- Engineered products
- Braking systems
- Bio-medical engineering

The HSC Course

The HSC Course covers the topics:

- Civil structures
- Personal transport
- Public transport
- Aeronautical engineering
- Telecommunications engineering

Assessment:

In the Preliminary and HSC Course, Knowledge and understanding of engineering principles and developments in technology is 50%. Skills in research, problem solving and communication related to engineering makes up 30%. Understanding the scope and role of engineering including management and problem solving makes up 20%.
An Engineering Report is a mandatory part of both the preliminary and HSC Course.
At least one report in each of the Preliminary and the HSC Courses must be the result of collaborative work.

Relevance to Employment or Further Study:

This course prepares student for further study in the field of engineering either at University or TAFE.

Course Contact:	Mr Skelton (Head Teacher TAS)

EXTERNAL LANGUAGES

In some situations, students may be eligible to study languages externally. This is either done through Saturday School of Community Languages where students will attend a centre every Saturday morning during school term.
The other option is through NSW School of Languages where the course is studied through distance education.

There are a number of requirements for students who wish to study external languages and they are encouraged to speak with the Head Teacher Languages early to see if this is a viable option for them.

Course Contact:	Mrs Singh (Head Teacher Languages)

FOOD TECHNOLOGY

Course Type:	Board Developed Course	**Course Code:**	FDT

Units:	2	**ATAR Category:**	A

Exclusions:	NIL	**Prerequisites:**	NIL

Course Description:

The Food Technology syllabus provides students with a broad knowledge of food technology. Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality product.

The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored. The structure of the Australian food industry is outlined and the operations of one organisation investigated. Production and processing practices are examined and their impact evaluated. The activities that support food product development are identified and the process applied in the development of a food product.

Contemporary nutrition issues are raised, investigated and debated. This knowledge enables students to make informed responses to changes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers.

The Preliminary Course

The Preliminary Course covers the topics:

- Food Availability and Selection
- Food Quality
- Nutrition

The HSC Course

The HSC Course covers the topics:

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Food Issues in Nutrition

Assessment:

Students will complete a combination of tasks that include; industry research reports, practical tasks and formal exams.

Relevance to Employment or Further Study:

This subject develops students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions, in areas such; Diet and Nutrition, Food Science, Quality manager, Scientific laboratory technician amongst many more.

Course Contact:	Mr Skelton (Head Teacher TAS)

GEOGRAPHY

Course Type:	Board Developed Course	Course Code:	GEO

Units:	2	ATAR Category:	A

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

Geography is an investigation of the world which provides an accurate description and interpretation of the various characters of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world. We investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities.

The Preliminary Course

- Biophysical Interactions – how biophysical processes contribute to sustainable management
- Global Challenges – geographical study of issues at a global scale including population and natural resource use
- Senior Geography Project – a geographical study of student's own choosing

The HSC Course

- Ecosystems at Risk – the functioning of ecosystems, their management and protection
- Urban Places – study of cities and urban dynamics in developed and developing countries
- People and Economic Activity – geographic study of economic activity at a local and global context

Assessment:

In both the Preliminary and HSC Course students will be assessed on:

- Knowledge and understanding of course content
- Geographical tools and skills
- Geographical inquiry and research, including fieldwork
- Communication of geographical ideas, information and issues in appropriate forms

Course specific information:

Students complete a Senior Geography Project (SGP) in the Preliminary Course and must undertake 10 hours of fieldwork in both the Preliminary and HSC Courses. Students will be required to submit both oral and written geographic reports.

Relevance to Employment or Further Study:

The study of Geography 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 the study of Geography 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.
Employment opportunities include: Environmental management, Urban planner, community development writer, researcher, emergency management, teaching, demographer, National Park service ranger.

Course Contact:	Mrs Akrong (Head Teacher HSIE)

HISTORY EXTENSION (YEAR 12 ONLY)

Course Type:	Board Developed Course	**Course Code:**	HIX

Units:	1	**ATAR Category:**	A

Exclusions:	NIL	**Prerequisites:**	Preliminary Modern or Ancient History. Only available in the HSC year.

Course Description:

Through the study of history extension students will learn about significant Historiographical ideas and processes. Additionally, they will learn to design, undertake and communicate Historical inquiry. Students will also understand the way history had been recorded over time; the value of History for critical interpretation of contemporary work and the contribution of historical studies towards lifelong learning.

The HSC Course

Part 1: Constructing History

- Key Questions
  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?
- Case Studies- Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above.

Part 2: History Project- Students undertake an individual investigative project, focusing on an area of changing historical interpretation.

Assessment:

In this HSC Course, students will be examined in the following areas. Firstly, the knowledge and understanding of significant ideas and processes. Secondly, the skills in designing, undertaking and communicating historical inquiry - The History Project.

Relevance to Employment or Further Study:

This course is suitable for students who may wish to study History at university, TAFE or college. It will also assist students to pursue employment opportunities such as: Historian, solicitor, barrister, journalist, foreign affairs, media, librarian, writer, teacher, archivist, political analyst, editor and film/stage/TV director.

Course Contact:	Mrs Akrong (Head Teacher HSIE)

INDUSTRIAL TECHNOLOGY – METAL AND ENGINEERING TECHNOLOGY

Course Type:	Board Developed Course	**Course Code:**	ITE

Units:	2	**ATAR Category:**	A

Exclusions:	You can only choose one industrial technology course.	**Prerequisites:**	NIL

Course Description:

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

The Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological, personnel, Workplace Health and Safety
- Design Management – designing, drawing, computer applications
- Communication – literacy, calculations, graphics, computer drawing (project management)
- Industry Specific Content and Production – materials, processes, industrial processes

The 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:

- Industry Study
- Major Project
- Industry Specific Content and Production

The majority of the year is spent constructing a practical project of the student's choice such as workbenches, coffee tables, tools and machinery, go karts, trailers

Assessment:

In the Preliminary Course, students must design, develop and construct one or more projects. The project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC Course, students construct a major project of their own design using the full range of workshop tools and machinery. A folio documenting the research, design and construction is also completed. Both the project and folio are presented to the HSC examiners who visit the school during Term 3 of Year 12.

Relevance to Employment or Further Study:

The study of Industrial Technology Metal and Engineering Technologies provides students with knowledge and skills that form a valuable foundation for a range of tertiary courses and employment.

Course Contact:	Mr Skelton (Head Teacher TAS)

INDUSTRIAL TECHNOLOGY MULTIMEDIA

Course Type:	Board Developed Course	**Course Code:**	ITM

Units:	2	**ATAR Category:**	A

Exclusions:	You can only choose one industrial technology course.	**Prerequisites:**	NIL

Course Description:

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of the multimedia industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology - Multimedia Technologies is a hands-on course that involves the realisation of a Major Project and Management Folio at the HSC. Students are provided with the opportunity to develop multimedia projects incorporating video, websites, animation and graphics.

The Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design – elements and principles, types of design, quality, influences affecting design
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies
- Production – display a range of skills through the construction of a number of projects
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies

The 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:

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

Assessment:

In the Preliminary Course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Preliminary Course content. Students also undertake the study of an individual business within a focus area industry. In the HSC Course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

Relevance to Employment or Further Study:

The study of Industrial Technology Multimedia provides students with knowledge and skills that form a valuable foundation for a range of tertiary courses and employment.

Course Contact:	Mr Skelton (Head Teacher TAS)

INDUSTRIAL TECHNOLOGY TIMBER

Course Type:	Board Developed Course	**Course Code:**	ITT

Units:	2	**ATAR Category:**	A

Exclusions:	You can only choose one industrial technology course.	**Prerequisites:**	NIL

Course Description:

The Preliminary Course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to Timber Products and Furniture Technologies and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects.

The HSC Course of 120 indicative hours consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related Timber Products and Furniture Technologies.

The Preliminary Course

Students will study Timber Products and Furniture Technologies through the design and production of a range of timber projects. Topics covered in the Preliminary Course include: an Industry Study, Design, Management and Communication tasks in the form of portfolios that cover; Materials, Processes, tools and machinery. In the Preliminary Course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry.

The HSC Course

Students will complete industry studies, which builds knowledge of industrial organisation and management. This course also requires the completion of a Major Project, which will help assess students' abilities to apply design principles, their application of management and communication skills, students' ability to use their knowledge and a range of skills to produce a Major Project. 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:

A range of assessment methods are used throughout the Preliminary and HSC Course, this includes: An Industry Study's, project work, formal examinations, and presentations.

Relevance to Employment or Further Study:

The study of Industrial Technology Timber Products and Furniture Technologies provides students with knowledge and skills that form a valuable foundation for a range of tertiary courses and employment.

Course Contact:	Mr Skelton (Head Teacher TAS)

INFORMATION PROCESSES AND TECHNOLOGY

Course Type:	Board Developed Course	**Course Code:**	IPT

Units:	2	**ATAR Category:**	A

Exclusions:	NIL	**Prerequisites:**	NIL

Course Description:

Information Processes and Technology is the study of computer-based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

The Preliminary Course

Introduction to Information skills and Systems

- Information Systems in Context
- Information Processes
- Digital Representation of Data
- Classification of Information Systems
- Social and Ethical Issues

Tools for Information processes

- Collecting
- Organising
- Analysing
- Storing and Retrieving
- Processing
- Transmitting and Receiving
- Displaying

Planning, Design and Implementation

- Understanding the Problem to be Solved
- Making Decisions
- Designing Solutions
- Implementing
- Testing, Evaluating and Maintaining
- Social and Ethical Issues

Personal and Groups Systems and Projects

- Personal Information Systems
- Group Information Systems

The HSC Course

Project Management

- Understanding the Problem
- Making Decisions
- Designing Solutions
- Project Management
- Social and Ethical Design
- Implementing
- Testing, Evaluating and Maintaining

Information Systems and Databases

- Information systems
- Database Information Systems Examples
- Organisation Methods
- Storage and Retrieval
- Issues related to Information Systems

Communication Systems

- Characteristics of Com. Systems
- Communication Systems Examples
- Transmitting and Receiving in Communication Systems
- Issues Related to Com. Systems

Option Strands:

- Automated Manufacturing Systems
- Multimedia Systems

Assessment:

Students will complete a combination of tasks that include; practical tasks, presentations, system development projects, portfolios and formal exams.

Relevance to Employment or Further Study:

This course prepares students for further study in IT at University or TAFE. Information processing has become a vital function in a wide range of industries. This course gives students a good working knowledge of current systems and the technology in use.

Course Contact:	Mr Skelton (Head Teacher TAS)

INVESTIGATING SCIENCE

Course Type:	Board Developed Course	**Course Code:**	ISC

Units:	2	**ATAR Category:**	A

Exclusions:	Students may choose a maximum of 6 units of science in Year 11	**Prerequisites:**	NIL

Course Description:

Investigating Science 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.

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.

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.

The Preliminary Course

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The HSC Course

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

Assessment:

The formal school-based assessment program will consist of three tasks in Year 11 and four in Year 12.
In addition to a formal written examination and depth study, tasks may include: practical examinations, the creation of models, field-work, research tasks and presentations. Assessment schedules will reflect a 60% weighting on the working scientifically skills and 40% weighting on knowledge and understanding of course content.

Relevance to Employment or Further Study:

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 world. The knowledge, understanding and skills gained from this course will support students' ongoing engagement with science, and form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Course Contact:	Mr Ward (Head Teacher Science)

JAPANESE BEGINNERS

Course Type:	Board Developed Course	Course Code:	JAB

Units:	2	ATAR Category:	A

Exclusions:	Japanese Continuers; Japanese in Context; Japanese in Literature. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.	Prerequisites:	NIL

Course Description:

The aim of the Japanese Beginners Stage 6 Syllabus is to enable students to develop:
- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture.

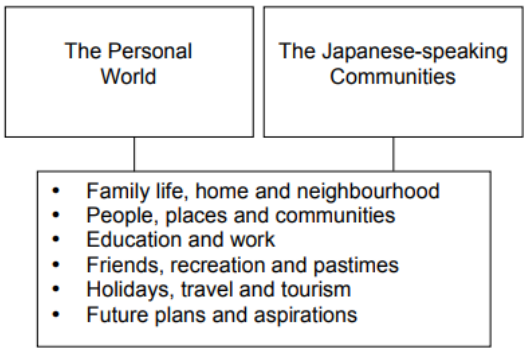
The Preliminary Course

In the Preliminary Course, students will begin to develop their knowledge and understanding of Japanese. During this course, students must acquire some knowledge of the Japanese language as a system through the seven themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing.

The HSC Course

In the HSC Course, students will continue to develop their knowledge and understanding of Japanese through the four skills: listening, speaking, reading and writing. All themes listed in the syllabus must be studied for the HSC. Themes previously studied in the Preliminary Course will be studied in greater depth.

Topics



Assessment:

Assessment tasks are related to the outcomes and associated knowledge, understanding and skills derived from course objectives. These tasks cover the skills of speaking, listening and responding, reading and responding, and writing.

Relevance to Employment or Further Study:

Language is the basis for all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating another language expands students' horizons as both national and global citizens.

Course Contact:	Mrs Singh (Head Teacher Languages)

JAPANESE CONTINUERS

Course Type:	Board Developed Course	Course Code:	JAC

Units:	2	ATAR Category:	A

Exclusions:	Japanese Beginners; Japanese in Context; Japanese in Literature. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.	Prerequisites:	Stage 5 Japanese or equivalent knowledge is assumed.

Course Description:

The aims of the syllabus are to develop students':
- ability to use Japanese to communicate with others
- understanding and appreciation of the cultural contexts in which Japanese is used
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between Japanese and English, and/or other languages
- cognitive, learning and social skills
- potential to apply Japanese to work, further study, training or leisure.

The Preliminary Course

The Preliminary Course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, Japanese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Japanese-speaking communities through the study of a range of texts.

The HSC Course

The HSC Course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Japanese-speaking communities will develop further.

There are three prescribed themes:
- the individual
- the Japanese-speaking communities
- the changing world.

Assessment:

Assessment tasks are related to the outcomes and associated knowledge, understanding and skills derived from course objectives. These tasks cover the skills of speaking, listening and responding, reading and responding, and writing.

Relevance to Employment or Further Study:

Language is the basis for all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating another language expands students' horizons as both national and global citizens.

Course Contact:	Mrs Singh (Head Teacher Languages)

JAPANESE EXTENSION (YEAR 12 ONLY)

Course Type:	Board Developed Course	**Course Code:**	JAX

Units:	1	**ATAR Category:**	A

Exclusions:	NIL	**Prerequisites:**	The Japanese Continuers Preliminary course. (The Japanese Continuers HSC course is a co-requisite)

Course Description:

The aim of the Japanese Extension Stage 6 Syllabus is to enhance students' knowledge and understanding of a range of issues as reflected in contemporary Japanese texts, while extending their ability to use and appreciate Japanese as a medium for communication, and creative thought and expression.

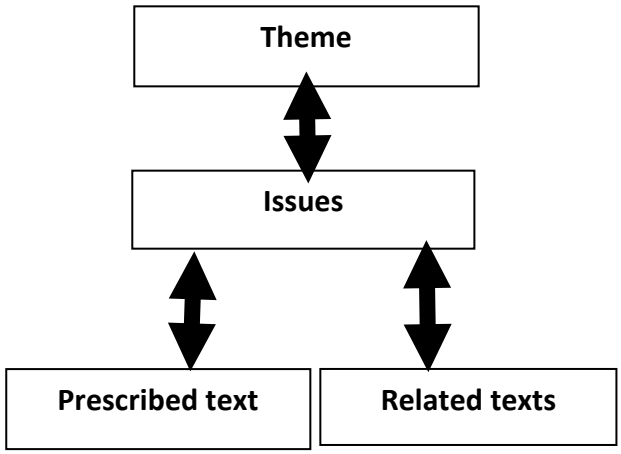
The HSC Course

The organisational focus of the Japanese Extension course is the theme – the individual and contemporary society. Students engage with the issues through the study of a prescribed text and related texts. The 2020 – 2024 prescribed text is the film "Kimi no Na wa" (Your Name) by Makoto Shinkai.

Study of the issues and prescribed text will involve:

- exploring the relationship between the issues and the prescribed text
- creating original text in response to aspects of the prescribed text
- identifying meaning and how it is conveyed in the prescribed text
- evaluating linguistic and cultural features of the prescribed text
- analysing the sociocultural context of the prescribed text.

The course structure can be represented by:



Assessment:

Assessment tasks are related to the outcomes and associated knowledge, understanding and skills derived from course objectives:
Objective 1 — present and discuss opinions, ideas and points of view in Japanese
Objective 2 — evaluate, analyse and respond to text that is in Japanese and that reflects the culture of Japanese-speaking communities.
These tasks cover the skills of speaking, listening and responding, reading and responding, and writing.

Relevance to Employment or Further Study:

The Japanese Extension course complements other subjects in the Stage 6 curriculum and assists students to prepare for tertiary education, employment, and full and active participation as citizens in a multicultural society.

Course Contact:	Mrs Singh (Head Teacher Languages)

LEGAL STUDIES

Course Type:	Board Developed Course	**Course Code:**	LST
Units:	2	**ATAR Category:**	Category A
Exclusions:	NIL	**Prerequisites:**	NIL

Course Description:

The Preliminary 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 also 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 crime, law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform. Legal Studies is designed for students who have a passion and interest in the law and/or students who have a strong sense of justice.

The Preliminary Course

- Part I – The Legal System
- Part II – The Individual and the Law
- Part III – The Law in Practice (a more in-depth study of selected legal topics)

The HSC Course

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options (Consumers, Global Environment and Protection, Family, Indigenous Peoples Shelter, Workplace or World Order)

Assessment:

Internal assessment marks are used and submitted by the school which provides a summation of each student's achievements measured at points throughout the course. There is an external examination at the end of stage 6 which consists of a written paper. The mandatory components and weightings in both preliminary and HSC Courses include: Knowledge and Understanding- 60%, Research- 20% and Communication- 20%.

Relevance to Employment or Further Study:

Upon the successful completion of this course students can be led into many pathways for example; universities and their undergraduate degrees, such as the bachelor of laws, or a start to a career where a knowledge of fundamental legal principles and basic legal skills will be of use, e.g. business administration, legal administration, federal, state or local government administration, or move into private corporate and private legal environments.

Course Contact:	Ms Akrong (Head Teacher HSIE)

MATHEMATICS ADVANCED

Course Type:	Board Developed Course	Course Code:	MAA

Units:	2	ATAR Category:	A

Exclusions:	Mathematics Standard Numeracy
Prerequisites:	The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all sub-strands of Stage 5.1, Stage 5.2 and the following sub-strands of Stage 5.3: • Algebraic techniques • Surds and indices • Equations • Linear relationships • Trigonometry and Pythagoras' theorem • Single variable data analysis • Non-linear relationships • Properties of Geometrical Shapes. The Stage 6 Mathematics course recommended by your Year 10 teacher will be the course for you. If you disagree with this recommendation you and your parents must make an appointment with the Mathematics Head Teacher before subject selection to discuss your choice. Before you attend this meeting make sure you have talked to the Careers Advisor about your mathematics course selection.

Course Description:

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role

The Preliminary Course	The HSC Course
• Functions • Trigonometric Functions • Calculus • Exponential and Logarithmic Functions • Statistical Analysis	• Functions • Trigonometric Functions • Calculus • Financial Mathematics • Statistical Analysis

Assessment:

External Assessment: A written examination paper, held at the end of the Stage 6 course, of three hours duration (plus ten minutes reading time) with a total mark value of 100 marks.

Internal Assessment: 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 skills in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning and justification abilities. Three year 11 tasks and four year 12 tasks including a research-based assignment each year will be used to assess students' progress in each component.

Relevance to Employment or Further Study:

Provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Course Contact:	Ms Fernandez (Head Teacher Mathematics)

MATHEMATICS EXTENSION 1

Course Type:	Board Developed Course	Course Code:	MAX1

Units:	1	ATAR Category:	A

Exclusions

Mathematics Standard
Numeracy

Prerequisites

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub-strands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub-strands:

- Polynomials
- Logarithms
- Functions and Other Graphs.

The Stage 6 Mathematics course recommended by your Year 10 teacher will be the course for you. If you disagree with this recommendation you and your parents must make an appointment with the Mathematics Head Teacher before subject selection to discuss your choice. Before you attend this meeting make sure you have talked to the Careers Advisor about your mathematics course selection.

Course Description:

The Mathematics Extension 1 Year 11 course is studied concurrently with or after the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course is studied concurrently with or after the Mathematics Advanced Year 12 course.

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality

The Preliminary Course	The HSC Course
• Functions • Trigonometric Functions • Rates of Change • Combinatorics	• Proof • Vectors • Trigonometric Functions • Calculus • Statistical Analysis

Assessment:

External Assessment: A written examination paper, held at the end of the Stage 6 course, of two hours duration (plus ten minutes reading time) with a total mark value of 70 marks.

Internal Assessment: 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 skills in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning and justification abilities. Three Year 11 tasks and four Year 12 tasks including a research-based assignment will be used to assess students' progress in each component.

Relevance to Employment or Further Study:

- Provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level.
- Provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Course Contact:	Ms Fernandez (Head Teacher Mathematics)

MATHEMATICS EXTENSION 2 (YEAR 12)

Course Type:	Board Developed Course	Course Code:	MAX2

Units:	1	ATAR Category:	A

Exclusions:	Mathematics Standard Numeracy
Prerequisites:	The syllabus is designed for students with an excellent understanding of mathematics who have shown that they possess special aptitude for the subject. This course can only be taken in Year 12 (HSC). Students who have gained outstanding results in the Extension 1 course in Year 11 (Preliminary) will be eligible to take this course.

Course Description:

The Mathematics Extension 2 course is studied concurrently with or after the Year 12 Mathematics Extension 1 course. The course offers a suitable preparation for study of mathematics at a 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.

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts

The HSC Course

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

Assessment:

External Assessment: A written examination paper, held at the end of the Stage 6 course, of three hours duration (plus ten minutes reading time) with a total mark value of 100 marks.

Internal Assessment: 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 skills in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning and justification abilities. Four year 12 tasks including a research-based assignment will be used to assess students' progress in each component.

Relevance to Employment or Further Study:

- Provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at tertiary level.
- Provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

Course Contact:	Ms Fernandez (Head Teacher Mathematics)

MATHEMATICS STANDARD (YEAR 11)

Course Type:	Board Developed Course	Course Code:	MS

Units:	2	ATAR Category:	A

Exclusions:	Students may study the Numeracy course (CEC) in Year 11 and 12, but no other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.
Prerequisites:	The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all sub-strands of Stage 5.1 and the following sub-strands of Stage 5.2: • Area and surface area • Financial mathematics • Linear relationships • Non-linear relationships • Right-angled triangles (Trigonometry) • Single variable data analysis • Volume • some content from Equations • some content from Probability. The Stage 6 Mathematics course recommended by your Year 10 teacher will be the course for you. If you disagree with this recommendation you and your parents must make an appointment with the Mathematics Head Teacher before subject selection to discuss your choice. Before you attend this meeting make sure you have talked to the Careers Advisor about your mathematics course selection.

Course Description:

This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner.

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard Syllabus. In Year 12, students can elect to study either the Standard 1 course (Category B) or the Standard 2 course (Category A).

The Preliminary Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Assessment:

Internal Assessment: 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 skills in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning and justification abilities. There are three school based assessment tasks in Year 11 to be completed by students.

Relevance to Employment or Further Study:

This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Course Contact:	Ms Fernandez (Head Teacher Mathematics)

MATHEMATICS STANDARD 1 (YEAR 12)

Course Type:	Board Developed Course	**Course Code:**	MS1

Units:	2	**ATAR Category:**	B

Exclusions:	Mathematics Standard 2 Advanced Mathematics Extension Mathematics
Prerequisites:	The Mathematics Standard Preliminary course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all sub-strands of Stage 5.1 and the following sub-strands of Stage 5.2: • Area and surface area • Financial mathematics • Linear relationships • Non-linear relationships • Right-angled triangles (Trigonometry) • Single variable data analysis • Volume • some content from Equations • some content from Probability. The Stage 6 Mathematics course recommended by your Year 10 teacher will be the course for you. If you disagree with this recommendation you and your parents must make an appointment with the Mathematics Head Teacher before subject selection to discuss your choice. Before you attend this meeting make sure you have talked to the Careers Advisor about your mathematics course selection.

Course Description:

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

Students studying the Mathematics Standard 1 course in year 12 may elect to undertake an optional HSC examination. To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

The Preliminary Course	**The HSC Course**
• Algebra • Measurement • Financial Mathematics • Statistical Analysis	• Algebra • Measurement • Financial Mathematics • Statistical Analysis • Networks

Assessment:

External Assessment: Students may elect to undertake an optional HSC examination. This will be a written examination paper, held at the end of the Stage 6 course, worth 80 marks. The time allowed is 2 hours plus 10 minutes reading time.
Internal Assessment: 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 skills in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning and justification abilities. In Year 12 there are three school-based assessment tasks and the optional HSC Examination, for those students who choose to sit the HSC Examination.

Relevance to Employment or Further Study:

This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Course Contact:	Ms Fernandez (Head Teacher Mathematics)

MATHEMATICS STANDARD 2 (YEAR 12)

Course Type:	Board Developed Course	**Course Code:**	MS2

Units:	2	**ATAR Category:**	A

Exclusions:	Mathematics Standard 1 Advanced Mathematics Extension Mathematics
Prerequisites:	The Mathematics Standard Preliminary course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all sub-strands of Stage 5.1 and the following sub-strands of Stage 5.2: • Area and surface area • Financial mathematics • Linear relationships • Non-linear relationships • Right-angled triangles (Trigonometry) • Single variable data analysis • Volume • some content from Equations • some content from Probability. The Stage 6 Mathematics course recommended by your Year 10 teacher will be the course for you. If you disagree with this recommendation you and your parents must make an appointment with the Mathematics Head Teacher before subject selection to discuss your choice. Before you attend this meeting make sure you have talked to the Careers Advisor about your mathematics course selection.

Course Description:

The study of Mathematics Standard 2 in the HSC year:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies

The Preliminary Course	**The HSC Course**
• Algebra • Measurement • Financial Mathematics • Statistical Analysis	• Algebra • Measurement • Financial Mathematics • Statistical Analysis • Networks

Assessment:

External Assessment: A written examination paper, taken at the end of Year 12, worth 100 marks. The time allowed is 2 hours and 30 minutes plus 10 minutes reading time.

Internal Assessment: 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 skills in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning and justification abilities. In Year 12 there are four assessment tasks, three school based assessment tasks and the HSC Examination.

Relevance to Employment or Further Study:

This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Course Contact:	Ms Fernandez (Head Teacher Mathematics)

MODERN HISTORY

Course Type:	Board Developed Course	Course Code:	MHI

Units:	2	ATAR Category:	A

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

In this course, students are introduced to the history of the modern world through the study of a broad range of major events that have helped to shape our world today. Modern history involves a study of the 19th and 20th centuries in Europe, Asia, Africa and the sub-continent. It examines national and international affairs bought about by wars, revolutions, rebellions, peacekeeping organisations, individuals such as dictators, groups such as peasants and the working class. It also examines the forces of change and political systems such as communism, capitalism, Marxism, democracy and totalitarianism.

The Preliminary Course

- Topic 1: Investigating Modern History
  - The Nature of Modern History
  - Case Studies
- Topic 2: Historical Investigation
- Topic 3: The Shaping of the Modern world

The HSC Course

- Core Study: Power and Authority in the Modern World 1919 – 1946
- Topic 2: National Studies
- Topic 3: Peace and Conflict
- Topic 4: Change in the Modern World

Assessment:

In both Preliminary and HSC Courses students will be assessed on:

- Knowledge and understanding of course content
- Historical skills in the analysis and evaluation of sources and interpretations
- Historical inquiry and research
- Communication of historical understanding in appropriate forms

Relevance to Employment or Further Study:

This course is suitable for students who may wish to study History at university, TAFE or college. It will also assists students to pursue careers as an Historian, solicitor, barrister, journalist, foreign affairs, media, librarian, writer, teacher, archivist, political analyst, editor and film/stage/TV director.

Course Contact:	Mrs Akrong (Head Teacher HSIE)

MUSIC 1

Course Type:	Board Developed Course	Course Code:	MS1

Units:	2	ATAR Category:	A

Exclusions:	Music 2	Prerequisites:	Music Mandatory or equivalent

Course Description:

In the Year 11 and Year 12 courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

The Preliminary Course and HSC Course

In addition to core studies in performance, composition, musicology and aural, students select three electives per year from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

Assessment:

Students will be assessed on their knowledge and skills related to the core course components.
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 Board of Studies to validate authorship of the submitted work.

Relevance to Employment or Further Study:

There are many employment opportunities for careers when taking Music as a further study. The required technical skills to become a musician are many and varied depending on the type of music played. Classical musicians usually complete music exams, however, rock musicians may benefit from performing in a variety of situations. There are also many challenging opportunities in Film, TV, Theatre, Teaching, and Composing. Further formal studies may be undertaken through University, TAFE or a private college.

Course Contact:	Ms Morrison (Head Teacher CAPA)

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course Type:	Board Developed Course	**Course Code:**	PDH

Units:	2	**ATAR Category:**	A

Exclusions:	NIL	**Prerequisites:**	NIL

Course Description:

The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

The Preliminary Course

The Year 11 Course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

Year 11 Course Core Topics (60%)
- Better Health for Individuals
- The Body in Motion

Optional Component (40%)
Students to select **two options** each from:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

The HSC Course

In the Year 12 Course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Year 12 Course Core Topics (60%)
- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)
Students to select **two options** each from:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

Assessment:

There is a wide variety of assessments in PDHPE. In both Year 11 and the Year 12 course, students will be assessed in areas such as knowledge and understanding of course content, stimulus-based skills, inquiry and research and communication of health or sports science information, ideas and issues in appropriate forms.

Relevance to Employment or Further Study:

There are a multitude of employment opportunities that fall within the realm of health and physical education including but not limited to; health sciences (physiotherapy/occupational therapy), physical education, health promotion, sport medicine/administration and health care work.

Course Contact:	Ms Nicholls (Relieving Head Teacher PDHPE)

PHYSICS

Course Type:	Board Developed Course	Course Code:	PHY

Units:	2	ATAR Category:	A

Exclusions:	Students may choose a maximum of 6 units of science in Year 11	Prerequisites:	NIL

Course Description:

Physics 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.

Students who study physics 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.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The Preliminary Course

The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.

The HSC Course

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

Assessment:

The formal school-based assessment program will consist of three tasks in Year 11 and four in Year 12.
In addition to a formal written examination and depth study, tasks may include: practical examinations, the creation of models, field-work, research tasks and presentations. Assessment schedules will reflect a 60% weighting on the working scientifically skills and 40% weighting on knowledge and understanding of course content.

Relevance to Employment or Further Study:

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.

Course Contact:	Mr Ward (Head Teacher Science)

SCIENCE EXTENSION (YEAR 12 ONLY)

Course Type:	Board Developed Course	**Course Code:**	SXT

Units:	1	**ATAR Category:**	Category A

Exclusions:	A maximum of 7 units of science can be studied in the HSC year. This course is only offered in the HSC year.	**Prerequisites:**	NIL

Course Description:

This course focuses on the nature, development and processes of Science. It requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research. They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of physics, chemistry and biology. In doing this students extend their knowledge of the discipline/s, conduct further analysis and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

The HSC Course

Throughout the course students select and develop a scientific research question and develop evidence-based responses in the form of a scientific research report that is supported by a scientific research portfolio.
Students will develop a response to a scientific research question that requires the analysis of data and work through modules that guide them through the process of scientific inquiry:
The Foundations of Scientific Thinking; Scientific Research Proposal; The Data Evidence and Decisions and The Scientific Research Report.

Assessment:

Assessment will focus on the components of the skills of communicating knowledge & understanding, analysing and evaluating data and scientific research skills.

Relevance to Employment or Further Study:

The possible career options for those who choose to study science at a higher level are varied as the skills developed are applicable across a range of employment options. Science can lead to careers in business, environment and conservation, health, government, engineering and education.

Course Contact:	Mr Ward (Head Teacher Science)

SOCIETY AND CULTURE

Course Type:	Board Developed Course	Course Code:	SAC

Units:	2 units for each of Preliminary and HSC	ATAR Category:	Category A

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

Society and Culture is a fascinating course designed for students who have an interest in the study of world cultures and societies, many of whom from various parts of the world will be investigated and compared.

This subject draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.

Students will explore issues such as identity, sex/gender roles, stereotyping, social inequality, discrimination, adolescence, religion and beliefs and the media.

In addition, students will gain the opportunity to discover many aspects of their own culture and will be able to bring personal experience to develop an understanding of the interactions of peoples, society, culture and environment through time.

The Preliminary Course

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

A Focus Study will be studied within each topic such as The Amish, Yolngu and Japan/China or India.

The HSC Course

- Continuity and Change
- Personal Interest Project

Students will then study two of the following four depth studies:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Nonconformity

Assessment:

The HSC Assessment for Society and Culture is divided up into 60% for the exam and 40% for the Personal Interest Project (PIP). The PIP is a major research work conducted over 9 months of a topic of interest to the student.

Relevance to Employment or Further Study:

This subject equips you with research, critical thinking and extended written communication skills which are invaluable for university study. It is foundational study for careers in psychology, anthropology, social work, teaching and any career that involves international interaction.

Course Contact:	Mrs Akrong (Head Teacher HSIE)

SOFTWARE DESIGN AND DEVELOPMENT

Course Type:	Board Developed Course	Course Code:	SDD

Units:	2	ATAR Category:	A

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

The aim of the Software Design and Development course is to develop the creativity, knowledge, values and communication skills required to develop computer programs.
Students who have a flair for problem solving involving creativity and logical thought tend to do well in this subject. The course spends a lot of time working through the software development life cycle. Coding is a large component of the course.
No prior knowledge is assumed.

The Preliminary Course

Concepts and Issues in the Design and Development of Software

- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to Software Development

- Defining and understanding the problem
- Planning and design of software solutions
- Implementation of software solutions
- Testing and evaluation of software solutions
- Maintenance of software solutions

Developing Software Solutions

The HSC Course

Development and Impact of Software Solutions

- Social and ethical issues
- Application of software development approaches

Software Development Cycle

- Defining and understanding the problem
- Planning and design of software solutions
- Implementation of software solutions
- Testing and evaluation of software solutions
- Maintenance of software solutions
- Developing a Solution Package

Options

- The interrelationship between hardware and software; OR
- Programming paradigms

Assessment:

Students will complete a combination of tasks that include; research reports, practical tasks involving project management, design and the development of software solutions and formal exams.

Relevance to Employment or Further Study:

This course prepares students for further study in Computer Science, IT or Programming at University or TAFE.

Course Contact:	Mr Skelton (Head Teacher TAS)

STUDIES OF RELIGION II

Course Type:	Board Developed Course	Course Code:	SOR

Units:	2	ATAR Category:	A

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

Studies of Religion promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

The Preliminary Course

- Nature of Religion and Beliefs
- Religious Tradition Study 1
- Religious Tradition Study 2
- Religious Tradition Study 3
- Religions of Ancient Origin
- Religion in Australia pre-1945

The HSC Course

- Religion and Belief Systems in Australia post-1945
- Religious Tradition Depth Study 1
- Religious Tradition Depth Study 2
- Religious Tradition Depth Study 3
- Religion and Peace
- Religion and Non-Religion

Assessment:

In both Preliminary and HSC Courses students will be assessed on:
• Knowledge & understanding of course content.
• Investigation & research.
• Source based skills.
• Communication of information, ideas and issues in appropriate forms

Relevance to Employment or Further Study:

Stage 6 Studies of Religion II provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at University and other Tertiary Institutions. It emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners.

Course Contact:	Mrs Akrong (Head Teacher HSIE)

TEXTILES AND DESIGN

Course Type:	Board Developed Course	Course Code:	TAD

Units:	2	ATAR Category:	A

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

The Preliminary Course involves the study of design, communication techniques, construction techniques, innovations, fibers, yarns, fabrics and the Australian textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.
The HSC Course builds upon the Preliminary Course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course integrates the development of a Major Textiles Project, which is specific to a selected focus area which includes supporting documentation and textile item/s.

The Preliminary Course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%)

The HSC Course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%)

Assessment:

School assessment will include practical tasks, research assignments, essays, formal examinations and unit tests.

Relevance to Employment or Further Study:

The Study of Textiles and Design provides students with knowledge and skills that form a valuable foundation for a range of tertiary courses and employment such as a fashion designer, sales or marketing, small business.

Course Contact:	Mr Skelton (Head Teacher TAS)

VISUAL ARTS

Course Type:	Board Developed Course	**Course Code:**	VAR

Units:	2	**ATAR Category:**	A

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 engages students in the practices of artmaking, art criticism and art history. Students develop their own artworks, culminating in a *Body of Work* for the HSC. This reflects students' knowledge and understanding about artmaking practice and demonstrates their ability to produce a conceptually strong artwork. Students critically investigate artworks, critical and historical interpretations of artworks and artists from Australia, as well as those from other cultures, traditions and times.

The Preliminary Course provides a broad scope of artmaking and studying opportunities, while the HSC Course provides for deeper, increasingly more independent 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.

The Preliminary Course

Course content includes building knowledge about:

- the nature of practice in artmaking, art criticism and art history.
- the role and function of artists' artwork, the world and audiences in the art world.
- the frames and how students might develop their own informed points of view.
- how students may develop meaning, focus and interest in their work.
- working in different forms through investigations of artmaking practice.

The HSC Course

Students will consolidate their learning through:

- developing their own practice of artmaking by creating a *Body of Work*.
- reflecting on the relationships between artist, artwork, world, audience within the art world.
- using the frames to engage in deeper and more complex investigations of ideas in art criticism and art history through research and written responses.

Assessment:

Preliminary Course:

Creating artworks in at least two expressive forms and use of a Visual Arts Process Diary. Undertaking critical and historical investigations of artworks and artists.

HSC Course:

- Submit a Body of Work for external marking
- Explore and record the development of their *Body of Work* using the Visual Arts Diary
- Complete a minimum of 5 Case Studies (4-10 hours each)
- Written HSC examination

Relevance to Employment or Further Study:

There are many employment opportunities following studies in Visual Arts. An array of career opportunities can extend from study of Visual Arts, including fashion design, photography, graphic design, illustrator, art curator, artist and product design. Further study options include University degrees, TAFE and private college diplomas.

Course Contact:	Ms Morrison (Head Teacher CAPA)

CONTENT ENDORSED COURSES

Course Name	Code	Unit Value	Faculty	Fee
Exploring Early Childhood	EEC	2	PDHPE	Year 11 - $30 Year 12 - $30
Photography and Digital Imaging	PVI	2	CAPA	Year 11 - $100 Year 12 - $100
Sports Lifestyle and Recreation	SLR	2	PDHPE	Year 11 - $20 Year 12 - $20
Visual Design	VID	2	CAPA	Year 11 - $60 Year 12 - $60
Work Studies	WST	2	HSIE	NIL

EXPLORING EARLY CHILDHOOD

Course Type:	Content Endorsed Course	Course Code:	EEC

Units:	2	ATAR Category:	Does not count towards ATAR

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

The Exploring Early Childhood course gives students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

Children and childhood are examined from a multidisciplinary perspective and students have opportunities to link theory and practice. The approach taken in this syllabus views childhood learning as experiential, that is, children are active learners and learn and make sense of the world around them through their experiences and through their interactions with others

Course Content

Core studies

The core studies are compulsory. There are three parts to the core:

- **Core A: Pregnancy and Childbirth**
- **Core B: Child Growth and Development**
- **Core C: Promoting Positive Behaviour**

Options Modules - including

- Play and the Developing Child
- Starting School
- The Children's Services Industry
- Young Children and Media
- Children's Literature
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs

Assessment:

There is no external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.

All Content Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

As this course has a practical as well as a theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. The purpose of this interaction is to observe children, and to gain experience in understanding and relating to individual children.

Relevance to Employment or Further Study:

The study of Exploring Early Childhood will support students in developing a commitment to, and capacity for, lifelong learning in this area. The course offers initial learning experiences that can lead to further post-school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interests.
Further education courses and careers linked with study in this course include Nurse, Social Worker, Teacher (Primary and Secondary), Early Childhood Carer, and Nanny.

Course Contact:	Ms Nicholls (Relieving Head Teacher PDHPE) and Ms Rossetto (PDHPE Teacher)

NUMERACY

Course Type:	Content Endorsed Course	Course Code:	NUM

Units:	2	ATAR Category:	Does not count towards ATAR

Exclusions:	The Numeracy course can be studied as a stand-alone course or in conjunction with the Mathematics Standard course, where the student would benefit from additional learning opportunities to strengthen their numeracy development. It is anticipated that students undertaking Mathematics Advanced or higher courses have already consolidated essential numeracy skills, and would not benefit from studying this course.

Relationship to the HSC minimum standard

The Numeracy course is aligned with ACSF Level 3, as is the HSC minimum standard for numeracy. The course will support students to meet the HSC minimum standard in numeracy.

Prerequisites

This Numeracy course is appropriate 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. Students who have already met the HSC minimum standard in numeracy are better placed studying Mathematics Standard or Advanced in Year 11.

The Stage 6 Mathematics course recommended by your Year 10 teacher will be the course for you. If you disagree with this recommendation you and your parents must make an appointment with the Mathematics Head Teacher before subject selection to discuss your choice. Before you attend this meeting make sure you have talked to the Careers Advisor about your mathematics course selection.

Course Description and structure:

The Numeracy Stage 6 Content Endorsed Course is a new course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy.

The Numeracy course is structured as a 2 unit course that allows delivery as a 120-hour course for Year 11, or as a 240-hour course across Years 11 and 12.
The course can count towards the Higher School Certificate and appear on the student's Record of School Achievement (RoSA). Where students request a RoSA the Numeracy course will be listed with their other Stage 6 courses.

Assessment:

The Numeracy course is a Content Endorsed Course (CEC). CECs are developed by NESA to address particular needs and may cater for a wide candidature of students. CECs are not externally examined, and results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR).
As a CEC, there is no HSC examination for the Numeracy course. Assessment in this course is school-based. Teachers award a grade in Year 11 using the Common Grade Scale and an assessment mark in Year 12 using the Performance Band Descriptions for reporting achievement.

Relevance to Employment or Further Study:

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.

Course Contact:	Ms Fernandez (Head Teacher Mathematics)

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Course Type:	Content Endorsed Course	**Course Code:**	PVI

Units:	2	**ATAR Category:**	Does not count towards ATAR

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:

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 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.
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.

The Preliminary and HSC Course

Modules may be selected from within any of the three fields of Wet Photography, Video and/or Digital Imaging.
Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts

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 further explore the connections between the fields.

Assessment:

Component	**Weighting (%)**
Designing and Making	70
Critical and Historical Studies	30

Relevance to Employment or Further Study:

The study of Photography is useful for an array of careers including photography, graphic design, illustration, art curatorship, artist, fashion photography and product design. Further study options include University degrees, TAFE and private college diplomas. Credit for VET courses may apply to some modules.

Course Contact:	Ms Morrison (Head Teacher CAPA)

SPORTS LIFESTYLE AND RECREATION

Course Type:	Content Developed Course	**Course Code:**	SLR

Units:	2	**ATAR Category:**	Does not count towards ATAR

Exclusions:	Students studying Board developed PDHPE must not study CEC modules which duplicate the PDHPE modules.	**Prerequisites:**	NIL

Course Description:

Sport, Lifestyle and Recreation promotes the benefits of physical activity for the individual and the community as a whole are well documented. The individual can benefit from increased fitness and reduced incidence of lifestyle diseases such as cardiovascular and respiratory disease, obesity, diabetes mellitus, and osteoporosis. These benefits are complemented by positive psychological and social outcomes that characterise quality of life. Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students should be given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive.

Course Content

This course caters for a wide range of student needs. It can assist students in developing:

- the qualities of a discerning consumer and an intelligent critic of physical activity and sport
- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- the skills of coach, trainer, first aid officer, referee and fitness leader.

In the context of this course it may be possible for students to acquire recognised qualifications in these areas.

Assessment:

The Sport, Lifestyle and Recreation Course comprises 15 optional modules. Stage 6 students also have the opportunity of studying the Stage 6 PDHPE syllabus. Students may elect to study Sport, Lifestyle and Recreation in preference to PDHPE or to complement their study of PDHPE.

The modules in Sport, Lifestyle and Recreation are:
1. Aquatics 2. Athletics 3. Dance 4. First Aid and Sports Injuries 5. Fitness 6. Games and Sports Applications I 7. Games and Sports Applications II 8. Gymnastics 9. Healthy Lifestyle 10. Individual Games and Sports Applications 11. Outdoor Recreation 12. Resistance Training 13. Social Perspectives of Games and Sports 14. Sports Administration 15. Sports Coaching and Training.

Relevance to Employment or Further Study:

The areas of sports science, physical education and human movement present viable post school study and career pathways. This course provides a sound platform for further study. Sport, Lifestyle and Recreation Content Endorsed Course Stage 6 Syllabus and may offer some credit transfer opportunities into TAFE.
The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.

The study of Sport, Lifestyle and Recreation will support students in developing a commitment to, and capacity for, lifelong learning in this area. This may lead to further post school study at University or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences in this as an area of personal interest.

Course Contact:	Ms Nicholls (Relieving Head Teacher PDHPE)

VISUAL DESIGN

Course Type:	Content Endorsed Course	Course Code:	VID

Units:	2	ATAR Category:	Does not count towards ATAR

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:

Designed images and objects such as ceramics, jewellery, clothing, furniture, posters, publications and built environments are closely related to the works produced by artists. Both can communicate ideas about our world and ourselves. Both use visual conventions to define and build social identity.

This course provides students with opportunities to explore 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.
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.

The Preliminary Course and HSC Course

20 – 40 hour Modules may be selected from within the following three fields of study.
Fields:

- Graphic Design
- Wearable Design
- Product Design
- Interior / Exterior Design

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 further explore the connections between the fields.

Assessment:

Component	Weighting (%)
Designing and Making	70
Critical and Historical Studies	30

Relevance to Employment or Further Study:

The study of Visual Design supports an array of career opportunities including fashion design, photography, graphic design, illustrator, art curator, artist and product design. After the HSC, there are many courses available for students wishing to continue to study in the field of Visual Design through TAFE, colleges and universities. Credit for VET courses may apply to some modules.

Course Contact:	Ms Morrison (Head Teacher CAPA)

WORK STUDIES

Course Type:	Content Endorsed Course	Course Code:	WST

Units:	2	ATAR Category:	Does not count towards ATAR

Exclusions:	NIL	Prerequisites:	NIL

Course Description:

Work Studies has been developed to assist secondary school students to understand the world of work. Opportunities for students in Years 11 and 12 are provided to assist them in gaining knowledge, skills, values and attitudes which will facilitate school to work transition.
The course is designed to raise awareness of issues and concepts related to the world of work, and the acquisition of work-related skills valuable for all students, irrespective of their post-school aspirations.

The Preliminary Course

- Core- My working life
- Elective 1- In the workplace/Workplace communications
- Elective 2- Preparing job applications.

The HSC Course

- Elective 1 - Managing work and life commitments
- Elective 2 - Running your own business
- Elective 3 - Teamwork and enterprise skills
- Elective 4 - Personal finance.

Assessment:

The assessment components consist of: knowledge and understanding outcomes and course content and skills based outcomes.

Course specific information:

Students are to undertake 30 hours of work placement as part of this course.

Relevance to Employment or Further Study:

This subject provides the sound understanding required for future carers such as clerical work, Small Business Management, banking, Real Estate, Retail, Marketing, Sales Manager, Advertising and Finance and Administration. This course is also a good platform for studies in Business Studies at university, college and TAFE.

Course Contact:	Mrs Akrong (Head Teacher HSIE)

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

General VET Course Information to Schools 2020

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

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

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

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

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

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

Board Developed VET courses have specified workplace requirement and include 70 hours of industry specific **mandatory work placement** or simulated workplace hours at school as specified by NESA.

Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations and therefore do not count in the calculations of the ATAR. Some Board Endorsed VET Courses have mandatory industry specific work placement.

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.

EXTERNAL VOCTATIONAL EDUCATION AND TRAINING (EVET) INCLUDING TAFE (TVET) COURSES

TVET courses are 'dual accredited' courses – meaning they count as units of study towards both your HSC and a nationally recognised Vocational Education and Training (VET) qualification (i.e. a Certificate or Statement of Attainment). They are available across a wide range of industries and most TVET courses also provide credit towards further TAFE NSW or university studies.
TVET courses are open to school students in Years 10, 11 or 12. They form part of your HSC subject options and cover everything from automotive trades, beauty and construction, to financial services, tourism and warehousing. Please see the Careers Team for updated information.
https://www.tafensw.edu.au/documents/60140/76288/TVET-Brochure.pdf (2020 not yet updated)

Benefits of a TVET course

With TVET you can:

- select from a wide range of courses that are not available at school;
- develop work-related skills and experiences that are recognised by employers;
- develop independence and confidence in an adult learning environment;
- gain an insight into various industry areas to help you decide on a career pathway;
- potentially gain recognition for prior learning for your previous study or work;
- learn from industry experienced teachers; and
- articulate into traineeships or apprenticeships and receive advanced standing for TAFE NSW certificate courses.

TVET course delivery

Depending on the subject you wish to study, and where you are located, your TVET course may be delivered at a TAFE NSW location or at your school. Some courses are also available online, via a connected learning centre (CLC), or as a block delivery (which may involve school holiday time).
TVET courses have the same NSW Education Standards Authority (NESA) requirements as other HSC courses, meaning you will need to regularly attend classes and complete the set assessments. Most courses take between one and two years to complete and some classes may also extend outside of school hours and/or include work placement.

Contribution towards your HSC and Australian Tertiary Admissions Rank

All TVET courses count towards your HSC, however different TVET course types contribute different amounts of credit.

TVET Industry Curriculum Framework (ICF) courses may also contribute to your Australian Tertiary Admissions Rank (ATAR), allowing you to apply for university.
Currently, you may select only one TVET ICF course to contribute towards your ATAR. You will need to study four units of the course, over one or two years, and sit for an optional Higher School Certificate exam. All ICF courses include a mandatory work placement.

Contribution to further study at TAFE NSW

If you successfully undertake TVET at school and want to continue your studies at TAFE NSW, you would be eligible for credit in any course containing the units of competency you have completed during your TVET studies. This means that you will not need to repeat any subjects that you successfully completed as part of your TVET course.
Find out more about Recognition and Credit Transfer (RPL)

School Based Apprenticeships and Traineeships

School Based Apprenticeships (SBAs) and School Based Traineeships (SBTs) combine paid work with TAFE NSW training and school. They give you the opportunity to gain a nationally recognised VET qualification as well as your HSC and valuable workplace skills and experience through part-time paid employment.
After successfully completing an SBAT, you will receive a TAFE NSW transcript of academic record which may count towards further study.

At the end of your SBAT you will have also finished the full first year of your full apprenticeship.
Find out more about Apprenticeships and Traineeships
Find out more about School Based Apprenticeships and Traineeships in NSW
Please see the Careers Team for application forms and enrolment procedures. Applications are assessed by external providers.

VET Course

Course Name	Code	Unit Value	Faculty	Fee
Entertainment Industry	ENT	2	CAPA	TBC
Hospitality	HOS	2	TAS	Year 11 - $80 Year 12 - $80 $15.00 for Black Chef Hat and Apron

ENTERTAINMENT INDUSTRY

Public Schools NSW, Macquarie Park RTO 90222
QUALIFICATION: CUA30415 Statement of Attainment towards Certificate III in Live Production and Services
The information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage

Course: **Entertainment Industry** (240 indicative hours) Board Developed Course Number: **26401**	Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)

The ***CUA30415 Statement of Attainment towards Certificate III in Live Production and Services** is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.

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 this AQF VET qualification, students must meet the assessment requirements of the **CUA Creative Arts and Culture** Training Package (Release 4.1) (https:/training.gov.au)You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.

Units of Competency

4 Core *CPCCOHS1001A Work safely in the construction industry *CUAIND301 Work effectively in the creative arts industry *CUAWHS302 Apply work health and safety practices *SITXCCS303 Provide service to customers **8 Electives** *CUASOU301 Undertake live audio operations Group A *CUALGT301 Operate basic lighting Group A	**8 Electives (cont.)** *CUASTA301 Assist with production operations for live performances *CUAVSS302 Operate vision systems *ICTTEN202 Use hand and power tools *CUASOU306 Operate sound reinforcement systems *CUASMT301 Work effectively backstage during performances *CUASTA202 Assist with bump in and bump out of shows ***N. B:. 2 additional core units and 1 elective unit of competency are required to achieve the full qualification.*** ***Refer to Entertainment Industry Specialisation Course Descriptor.***

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

Pathways to Industry
Skills gained in this course transfer to other occupations. Working in the entertainment industry involves

▪ Lighting and sound operations ▪ Audio visual operations	▪ Set and props construction and staging ▪ Creative projects

Examples of occupations in the Hospitality (Food and Beverage) Industry

▪ Technical Assistant (Productions) ▪ Sound Technician	▪ Assistant venue technician ▪ Follow spot operator	▪ Special Effects Assistant

Mandatory course requirements to attain a HSC credential in this course
Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.

Admission Requirements
To enrol in ***CUA30415 Statement of Attainment towards Certificate III in Live Production,** students who are interested in lighting, sound, staging, set design and dealing with patrons would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, assignments and students will be involved in performances and productions

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor.
Complaints and Appeals: Students may lodge an appeal about assessment or any other decisions through the VET teacher.
Optional HSC examination for ATAR purposes: The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.

Course consumables: $TBC
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. *Please discuss any matters relating to refunds with your school*

A school-based traineeship is available in this course. For more information, contact the school's Careers Adviser.

Exclusions: VET course exclusions can be confirmed with the school.

HOSPITALITY COURSE DESCRIPTOR 2022

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: SIT 20316 Certificate II in Hospitality

The information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage

Course: **Hospitality** (240 indicative hours) Board Developed Course Number: **26511**	Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)

The **SIT 20316 Certificate II in Hospitality** is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.

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 this AQF VET qualification, students must meet the assessment requirements of the **SIT Tourism, Travel and Hospitality** Training Package (Release 1.2) (http://training.gov.au).You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.

Units of Competency

6 Core

SITXWHS001	Participate in safe work practices
BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITXCCS003	Interact with customers
SITHIND003	Use hospitality skills effectively
SITXCOM002	Show social and cultural sensitivity

6 Electives

SITXFSA001	Use hygienic practices for food safety Group A
SITHFAB005	Prepare and serve espresso coffee Group B
SITHFAB007	Serve food and beverage Group B
SITXFSA002	Participate in safe food handling practices Group B
SITHFAB004	Prepare and serve non-alcoholic beverages Group B
SITHCCC003	Prepare and present sandwiches Group B

Additional units required to attain an HSC credential in this course

SITHCCC001	Use food preparation equipment Other
SITXCOM001	Source and present information Group B
BSBSUS201	Participate in environmentally sustainable work practices Group B

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

Pathways to Industry

Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:

- Supporting and working with colleagues to meet goals and provide a high level of customer service
- Prepare for front of house service, manage resources, preparing and serving a range of food and beverages

Examples of occupations in the Hospitality (Food and Beverage) Industry

- Café Attendant
- Food and Beverage Attendant
- Barista

Mandatory course requirements to attain a HSC credential in this course

Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.

Admission Requirements

To enrol in **SIT 20316 Certificate II in Hospitality**, students should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held and larger commercial equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.

Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.

Optional HSC examination for ATAR purposes

The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.

Course consumables: $80.00 and $15.00 for Black Chef Hat and Apron.

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. *Please discuss any matters relating to refunds with your school*

Nationally Recognised Training
Australian Qualifications Framework

AVI30419 CERTIFICATE III IN AVIATION (REMOTE PILOT)

COURSE DESCRIPTION CODE:	AVI30419 Certificate III Aviation (Remote Pilot)	
Available as:	4 Units x 1 year/240 indicative hours 2 Units x 2 year/240 indicative hours	*Statement of Attainment will be issued for partial completion*
Board Endorsed Course:	**YES**	*Contributes to HSC credits but not towards an Australian Tertiary Admission Rank (ATAR)*
Course Description:	Students participate in a range of theoretical and practical flying activities	
Student Outcomes:	**AVI30419 Certificate III Aviation (Remote Pilot)** *Students may also achieve two licensed outcomes:* **Remote Pilot License (RePL)** **Aeronautical Radio Operators Certificate (AROC)**	

UNITS OF COMPETENCY

Code	Title	Essential
AVIF0021	Manage human factors in remote pilot aircraft systems operations	Core
AVIH0006	Navigate remote pilot aircraft systems	Core
AVIW0028	Operate and manage remote aircraft systems	Core
AVIW0004	Perform operational inspections on remote-operated systems	Core
AVIY0052	Control remote pilot aircraft systems on the ground	Core
AVIY0023	Launch, control and recover a remotely piloted aircraft	Core
AVIY0053	Manage remote pilot aircraft systems energy source requirements	Core
AVIY0031	Apply the principles of air law to remote pilot aircraft system operations	Core
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations	Core
AVIE0003	Operate aeronautical radio	Elective
AVIG0003	Work effectively in the aviation industry	Elective
AVIY0027	Operate multi-rotor remote pilot aircraft systems	Elective
AVIW0008	Conduct an aerial search using remote piloted aircraft	Elective
AVIH0008	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)	Elective

JOB OPPORTUNITIES

- Environment Assessment & Monitoring
- First Response Emergency Deployment
- Asset Inspection
- Powerline Inspection & Monitoring
- Surveying & Mapping
- Environmental Surveying
- Wedding & Event Photography
- Agricultural Measurement & Monitoring
- Photogrammetry
- Bushfire Monitoring & Risk Assessment
- Occupational Health & Safety Monitoring
- 3D Imaging
- News images
- Real Estate Photography

Our students graduate with a comprehensive understanding of the UAV industry and how it can be part of their career opportunities. Developed by leaders in the industry, UAVAIR's professional course has been designed to give students the skills needed to operate multi-rotor UAVs to the highest standards. UAVAIR specialises in preparing students for the use of Unmanned Aerial Vehicles in an industry environment.

MY NOTES