



MARSDEN
HIGH SCHOOL

STAGE 6

**HSC COURSE
SELECTION GUIDE
YEAR 11 2025**

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SENIOR SCHOOLING 2025 and 2026

Advice and support for students when opting for the senior years:

Completing Stage 6 studies will possibly be both a challenging and exciting time for you as you consolidate the knowledge and skills that you have developed in Years 7 to 10. Not only will you have the opportunity to choose a range of subjects which interest you, but you will also have the chance to engage in a variety of sporting, cultural, leadership and other school experiences.

By opting for a Stage 6 pathway, you are accepting the challenge of the higher expectations placed upon you when compared to the junior school, and these will bring added pressures. Each subject you choose to study will come with a prescribed syllabus and assessment requirements. A consistent application to study is required along with the completion of mandatory assessment tasks.

Time management is therefore very important so the necessary attention is given to course work while still finding time for leisure, sport and part-time work. Teachers will have the expectation you will try as hard as you can in class at all times and complete all coursework, homework and assessments. Your teachers will provide support so you can achieve academic outcomes at the highest possible level.

In addition to school requirements, the NSW Education Standards Authority (NESA), as the body that controls your Stage 6 studies, will expect you to abide by all of its policies and procedures.

The following pages provide details about each course being offered at this school. I feel it is important for you to look carefully at course prerequisites, exclusions, particular course requirements, the impact of some courses on your program of study, major projects, and courses with costs for materials.

This is a real opportunity for you to select subjects for Years 11 and 12 which you enjoy and feel will engage you, so take the time to ask others what the subjects are like and reflect on whether you feel you will engage in them. There are many people around the school you can rely on for advice who can help you make an appropriate choice. The Principal, Deputy Principals, Head Teachers, Student Advisors and teachers are all very willing to help. Additionally, it is worthwhile speaking with students who are currently studying the course or who have recently studied it for their thoughts.

Choosing options for the future always brings challenges. It is important you prepare for an occupational approach to life beyond school. It is also important you receive the type of broad educational base from which a variety of occupational choices may stem. It is essential you have the best possible preparation for taking part in a society that is subject to rapid change and increasing in diversity.

I advise you to consider not only your needs and interests in selecting subjects but your ability to handle each particular subject at the Higher School Certificate level. Consider your abilities in English expression, Mathematics and Science as well as past performance in relation to other students. A broad range of subjects are available including Vocational courses (VET Courses) which may give you a head start into a chosen career.

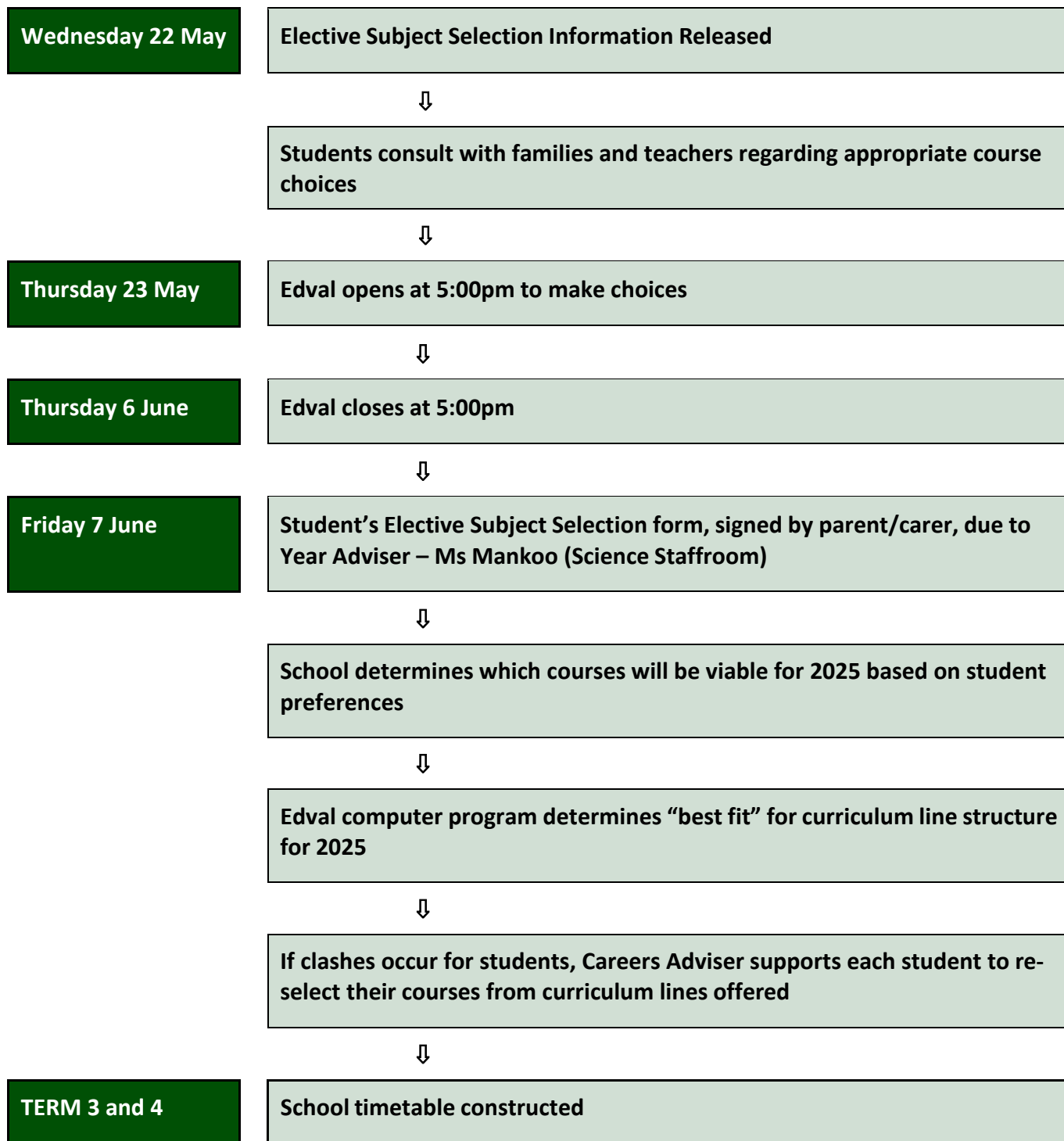
Choose subjects you are interested in, have the ability to cope with and finally which may enable you to enter into TAFE or University courses after school or into employment.

I expect that all Stage 6 students will follow all of the rules of the school, including the correct wearing of uniform and provide a good example to junior students.

I look forward to working with you as you progress toward the Higher School Certificate.

Steve Smith
Relieving Principal

2024 Timeline



Select subjects carefully as most subjects extend over 2 years and changing course can be difficult and sometimes not possible.

Please note: A priority list will be established based on when we receive both the online selection and printed.

This booklet has been designed to assist students to choose a pattern of study that will assist them to be well prepared for whatever pathway they elect for their senior years.

Instructions for Selecting Subjects

1. Go to your Marsden-hs email, find the relevant email about subject selections and open it up. The email will look like this one:

Dear Year 10 student,

Please follow the steps below to submit your subject selections for 2025.

STEP 1: Click: <https://my.edval.education/login>

STEP 2: Enter the web-code: (that you will be provided with soon)

STEP 3: Select the subjects you want from the online drop-downs, in order of your preference.

STEP 4: Click [Submit] to register your preferences.

*Online subject selections will open at **5pm on Thursday 23 May** and will close at **5pm on Thursday 6 June**.*

Remember to print your Subject Selection Form and return it to

*Ms Mankoo in the Science Staffroom by **Friday 7 June 2024**.*

2. Click on the Edval subject selection link in the email
3. This is where you must enter your elective choices. There are drop-down menu boxes for all of the windows.
4. Once satisfied with your elective choices print them out and ask your parent or guardian to sign the sheet.
5. Return the form to Ms Mankoo in the Science staffroom by Friday 7 June 2024.

Subject Selection for the Higher School Certificate

Most students choose to continue into senior school and complete their Higher School Certificate. Government regulations state that students must be in full time education or 25 hours of training or work until the end of the year in which they turn 17.

Senior school is a very important time in a students' life. The subjects students choose in the senior years will have implications for how successful they are in their studies and for what their options are at the end of school.

The Higher School Certificate (HSC) is the highest award in secondary education in New South Wales. To be eligible for the award, students must satisfactorily complete Years 11 and 12 and satisfy HSC course requirements.

What are the key considerations in choosing subjects?

- **The students' abilities.** Please be realistic and choose subjects in which you feel you are capable of doing well.
- **Interests.** Choose subjects that interest **you**.
- **Motivation.** Choose subject areas that you **want** to study.
- **Career aspirations and needs.** Be **realistic** about career choices and about your subject choices.

What is a unit?

Preliminary and HSC courses each have a unit value which indicates how many hours should be allocated to study at school.

1 Unit = 60 hours of course work per year = 50 marks **2 units = 120 hours of course work per year = 100 marks**

Most courses are 2 units. Extension courses are 1 unit in Year 11. All TAFE courses are 2 units but **may** only run for 1 year.

Requirements for the Award of the HSC

English is the only **compulsory** HSC subject. To be eligible for the award of the HSC you must satisfactorily complete at least:

- 12 units for the Preliminary study pattern (Year 11 – 3 terms)
- 10 units in the HSC study pattern (Year 12 – 4 terms starting term 4 2024)

Both study patterns must include:

- at least 2 units of English
- at least 6 units of Board Developed Courses at least 3 courses of 2 unit value or greater at least 4 different subjects
- a maximum of 6 units of science may be studied in Year 11 a maximum of 7 units of science may be studied in Year 12

Note: Oral, practical and project work required for specific courses, and assessment requirements for each course must be completed.

HSC Minimum Standard

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

All students need to meet the HSC minimum standard to receive the HSC. To show you meet the standard you need to:

- pass the online reading test and
- pass the online writing test and
- pass the online numeracy test.

You get two chances a year to pass each of the tests from Year 10 until a few years after the HSC. Your teachers at Marsden will help you decide when you are ready to take each test.

Disability provisions and exemptions

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests, or be exempt from meeting the HSC minimum standard in order to receive their HSC.

For further information visit:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

HSC All My Own Work Program

This program will be completed in Term 4 of Year 10 2024 at Marsden High School. Students can only be enrolled with NESAs in Year 11 courses once they have successfully completed this program.

Details of how to complete this program will be provided in Semester 2 of 2024.

To be eligible for the HSC, students must complete HSC: All My Own Work before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

Students who have completed the program will know about:

- understanding, valuing, and using ethical practices when locating and using information as part of their HSC studies.
- penalties for cheating and how to avoid malpractice when preparing their work for assessment.

For further information visit:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

Pathways HSC

Students can, under the HSC pathways provision, combine their studies with employment or with other responsibilities. They can consider:

- accumulating subjects over a period of 5 years
- repeating courses
- requesting recognition of prior learning
- acceleration
- undertaking part time apprenticeships or traineeships that lead to a Vocational Education and Training (VET) qualifications.

Students accumulating an HSC will receive a Results Notice for each calendar year of study. The cumulative Results Notice will record all preliminary and HSC courses satisfactorily completed including repeat attempts. The mark of the final attempt on a particular course is the mark counted in the Australian Tertiary Admission Rank (ATAR).

Board Developed Courses

These are courses for which the NSW Education Standards Authority (NESA) has developed a syllabus, setting out the aims, objectives, outcomes, structure and content. Students will most often sit an HSC exam for these courses. The results of these exams may contribute to the calculation of the ATAR.

Extension Courses

Extension study is available in English, Mathematics, History, some languages and VET courses in the preliminary and/or the HSC year. Extension courses are designed to build on the content of the 2 unit course and require students to develop greater competence and understanding. One extension unit of English and/or Maths is available for high achieving Year 11 students. In some subjects eg English, Mathematics and History an **additional** extension unit may also be offered to students in Year 12 who meet the academic benchmark.

Board Endorsed Courses

Board Endorsed Courses have syllabuses endorsed by the NSW Education Standards Authority (NESA) to cater for areas of special interest. Some courses delivered by TAFE are Locally Designed courses that have been approved by the NSW Education Standards Authority (NESA).

All Board Endorsed Courses count towards the HSC and are listed on the record of achievement. However, Board Endorsed Courses **do not count** towards the calculation of the ATAR, as there is no external exam. Assessment is school based. There are several Board Endorsed Courses delivered by schools and many more delivered by TAFE NSW.

Vocational Education and Training (VET) courses

Vocational Education and Training (VET) courses teach industry specific skills that are relevant to future study and employment. They are competency based and allow you to gain both an **HSC** and an **Australian Qualifications Framework (AQF)** accreditation. A **workplace** component is a **compulsory** part of all **VET Framework courses**.

The VET Curriculum Framework courses are based on Industry Training Packages. Students must study the 240 hour course and undertake the optional written examination in ONE only course to have the course contribute to the ATAR calculation.

The **VET Framework courses** available are:

- Automotive
- Business Services
- Construction
- Electrotechnology
- Entertainment Industry
- Financial Services
- Hospitality
- Human Services (Nursing)
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail Services
- Tourism and Events

For VET courses students are assessed on their demonstrated competency in performing work-related tasks. For students who elect to sit the examination in a VET course their HSC mark will be made up **100%** from the HSC examination.

Please note that most other TVET courses (other than those mentioned above) **do not** have a work placement component and **do not** count towards the ATAR.

Australian Tertiary Admission Rank (ATAR)

The ATAR is a **rank** between 0 and 99.95 with increments of 0.05. It provides a measure of overall academic achievement in the NSW HSC relative to all students who entered Year 7. The ATAR is calculated by UAC and assists institutions to rank applications for university selection only.

The ATAR is calculated from:

- the best 2 units of English
- the best 8 units from the remaining units

Note:

- The ATAR is based on an aggregate of scaled marks in 10 units.
- Only one Category B course can be counted in the calculation of the ATAR.
- Many universities recommend certain HSC subjects be studied for success in individual courses. Please check the UACGuide or the UAC website.

Do I want to aim for university?

If yes, it is essential that the student chooses a pattern of study that will maximise their ATAR. However, there are a number of factors that should be taken into account:

- only about 30% of student's state wide gain entry to university directly from high school
- **some university courses have pre-requisites** or begin the course assuming that students have completed certain HSC subjects
- some courses have very high ATAR entry requirements
- some courses will require students to sit a test, perform an audition or attend an interview in addition to a minimum ATAR, to gain entry.

It should also be noted that as many as 8% of students who enrol in university have completed a TAFE course **prior** to enrolling at university.

Bonus Points

Band 4, 5 or 6 in subjects related to a university degree **may** give a student up to 5 additional points towards entry to that course. Details are subject to change so check individual university websites for confirmation.

Band 4 70-79, Band 5 80-89, Band 6 90-100

Do I want to aim for TAFE?

If yes, it is paramount that the student chooses a pattern of study that will maximise their chances of gaining entry into the high demand TAFE courses. Again, there are a number of factors that should be taken into account.

TAFE values VET courses, TAFE VET courses, work experience, part time or casual work, extra curricula activities, volunteer work and various awards.

It should also be noted that as many as 9% of students enrol in TAFE **after** they have completed a university course.

TAFE VET (TVET)

Other VET courses are Board Endorsed and are usually delivered at TAFE NSW (referred to as TVET courses). These courses have no external examination and do not contribute to the ATAR. Examples include Community Services, Design and Property Services (Real Estate).

Important considerations when selecting TVET Courses:

- **Block delivery of courses** – 4 hours once a week (usually 2-6pm Tues)
- **Transport.** Travel to TAFE may involve bus and/or train travel. School bus passes cannot be used to travel to and from TAFE.
- **Adult learning environment** – Students take responsibility for their own learning at tertiary level.
- **Attendance** is required for ALL lessons. One missed lesson equals one week of course content missed.
- **NSW Education Standards Authority (NESA) rules** apply to TAFE delivered courses just as they do to school based courses.

TVET courses are dual accredited, giving both HSC and AQF qualifications, and advanced standing for further study at TAFE. **Refer to the TAFE Credit Transfer website at www.tafensw.edu.au/enrol/recognition-credit-transfers**

Assessments

Students are required to complete school-based assessment tasks for all HSC courses studied. Two weeks' notice in writing will be given for all assessment tasks.

Assessment tasks may include **tests, written or oral assignments, practical activities, fieldwork and projects**. Some examinations and assignments do not count towards assessment marks. However, they are important because they give valuable practise for the student to perform in tasks that do count towards the HSC.

Non-completion of an assessment task will result in an N warning and zero marks awarded.

How will my results be reported?

Moderated school assessment and examination results for most courses will be reported in your **HSC Portfolio** which includes a **Record of Achievement** and individual **Course Reports**.

No assessment mark is shown for VET courses. For 240 hour VET Framework courses an Examination Mark, HSC Mark and Performance Band (description of achievement in 6 levels) is reported only for those students who elect to sit for the optional HSC examination.

Summary of Courses

Course	Units	ATAR
Ancient History	2	Yes
Biology	2	Yes
Business Studies	2	Yes
Chemistry	2	Yes
Chinese Beginners	2	Yes
Chinese in Context	2	Yes
Chinese and Literature	2	Yes
Community and Family Studies	2	Yes
Dance	2	Yes
Design and Technology	2	Yes
Drama	2	Yes
English Advanced	2	Yes
English Standard	2	Yes
English Studies	2	Yes or No
English EAL/D	2	Yes
English Extension	1 + 1	Yes
Earth and Environmental Science	2	Yes
Economics	2	Yes
Food Technology	2	Yes
Health and Movement Science	2	Yes
Industrial Technology Timber Products and Furniture Technologies	2	Yes
Investigating Science	2	Yes
Japanese Beginners	2	Yes
Japanese Continuers	2	Yes
Korean Beginners	2	Yes
Legal Studies	2	Yes
Mathematics Standard 1 & 2	2	Yes or No
Mathematics Advanced	2	Yes
Mathematics - Ext 1 (Yr 11), Ext 2 (Yr 12)	1 + 1	Yes
Modern History	2	Yes
Music 1	2	Yes
Photographic and Digital Imaging	2	No
Physics	2	Yes
Science Extension	1	Yes
Senior Geography	2	Yes
Society and Culture	2	Yes
Software Engineering	2	Yes
Sport Lifestyle and Recreation	2	No
VET Business Services	2	Yes or No
VET Hospitality	2	Yes or No
VET Retail Services	2	Yes or No
Visual Arts	2	Yes
TAFE VET (TVET) courses	2	Yes or No
Saturday School of Community Languages	2	Yes

Course Contributions

Each course offered in this booklet is listed below to indicate the course contribution. The school seeks your support in contributing to the costs of some materials used and consumed by students during their studies for items required that are not provided by the Department of Education. The payments will assist the school in providing additional benefits to students. While every attempt is made to keep such contributions to a minimum, they are required to be paid if a student is to participate fully in the subject. Students generally get to keep the products that they make from these consumable items. Arrangements can be made to pay in instalments. Please note that not all courses charge a contribution. If you have any concerns about the details of this information, please discuss with the Principal. Thank you in anticipation of your support.

Subject	Cost	Use
Ancient History	\$40 per year	Excursions where relevant
Biology	\$20 per year	Subject contribution (Materials and supplies practical required for stage 6 activities). Excursions where relevant. Students are responsible for cost of materials when completing depth studies.
Business Studies	\$40 per year	Excursions where relevant
Chemistry	\$20 per year	Subject contribution (Materials and supplies practical required for stage 6 activities). Excursions where relevant. Students are responsible for cost of materials when completing depth studies.
Chinese Beginners	\$20 per year	Excursions where relevant. Chinese/English dictionary is recommended
Chinese in Context	No fee	Excursions where relevant. Chinese/English dictionary is recommended
Chinese and Literature	\$20 per year	Excursions where relevant. Chinese/English dictionary is recommended
Community and Family Studies	No fee	Excursions where relevant
Dance	\$50 per year	Excursions where relevant including workshops
Design and Technology	\$60 per year	Excursions where relevant. Students are responsible for cost of materials to manufacture their Major Design Project
Drama	\$40 per year	Excursions where relevant
English Advanced	No fee	Excursions where relevant. Books are loaned and replacement fees will be charged if they are not returned or have been damaged.
English Standard	No fee	Excursions where relevant. Books are loaned and replacement fees will be charged if they are not returned or have been damaged.
English Studies	No fee	Excursions where relevant. Books are loaned and replacement fees will be charged if they are not returned or have been damaged.
English EAL/D	No fee	Excursions where relevant. Books are loaned and replacement fees will be charged if they are not returned or have been damaged.
English Extension	No fee	Excursions where relevant. Books are loaned and replacement fees will be charged if they are not returned or have been damaged.
Earth and Environmental Science	\$20 per year	Subject contribution (Materials and supplies practical required for stage 6 activities). Excursions where relevant. Students are responsible for cost of materials when completing depth studies.
Economics	\$40 per year	Excursions where relevant.
Food Technology	\$120 per year	Excursions where relevant.
Health and Movement	\$100 per year	Online textbook. Excursions and First Aid course where relevant

Science		
Industrial Technology Timber Products and Furniture Technologies	\$100 per year	Excursions where relevant. Students are responsible for cost of materials to manufacture their Major Design Project
Investigating Science	\$20 per year	Subject contribution (Materials and supplies practical required for stage 6 activities). Excursions where relevant. Students are responsible for cost of materials when completing depth studies.
Japanese Beginners	\$20 per year	Excursions where relevant. Workbook required with the course book. Japanese dictionary is recommended
Japanese Continuers	\$20 per year	Excursions where relevant. Workbook required with the course book. Japanese dictionary is recommended
Korean Beginners	\$20 per year	Excursions where relevant. Workbook required with the course book. Korean dictionary is recommended
Legal Studies	\$40 per year	Excursions where relevant
Mathematics Standard 1 & 2	No fee	Excursions where relevant
Mathematics Advanced	No fee	Excursions where relevant
Mathematics - Ext 1 (Yr 11), Ext 2 (Yr 12)	No fee	Excursions where relevant
Modern History	\$40 per year	Excursions where relevant
Music 1	\$40 per year	Excursions where relevant
Photographic and Digital Imaging	\$75 per year	Excursions where relevant
Physics	\$20 per year	Subject contribution (Materials and supplies practical required for stage 6 activities). Excursions where relevant. Students are responsible for cost of materials when completing depth studies.
Science Extension	\$20 per year	Subject contribution (Materials and supplies practical required for stage 6 activities). Excursions where relevant. Students are responsible for cost of materials when completing depth studies.
Senior Geography	\$40 per year	Excursions where relevant including interstate
Society and Culture	\$40 per year	Excursions where relevant
Sport Lifestyle and Recreation	\$40 per year	Excursions, workshops and activities where relevant
Visual Arts	\$75 per year	Excursions where relevant. Students are responsible for cost of materials for the production of the Body of Work
VET Business Services	\$30 per year	Excursions where relevant
VET Hospitality	\$140 per year Plus approx. \$40 for uniform	Excursions where relevant. Students as required to purchase equipment and uniform
VET Retail Services	\$30 per year	Excursions where relevant

English Advanced

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	English Standard, English EAL/D, English Studies, English Life Skills

What is the course about?

In the **English Advanced** course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature. Students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

The Year 11 Course Content:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work classed *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse ways in which texts and contexts shape and are shaped by different attitudes and values.

The Year 12 Course Content:

- The HSC Common Content consists of one module, *Texts and Human Experiences*, common to the HSC English Standard, the HSC English Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued. These modules are: *Textual Conversations*, *Critical Study of Literature* and *The Craft of Writing*.

Across Stage 6 (Year 11 and 12) students will study a range of prescribed and self-selected texts including text types such as prose fiction, drama, poetry, nonfiction, film, media, Shakespearean drama and digital texts.

How is this work assessed?

Internal Assessment:

- Assessments, including an examination and multimodal presentation.

External Assessment:

- HSC Examination

Who should do this course?

- Students who wish to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students must be prepared to apply critical and creative skills in their composition of and response to complex texts. They must also enjoy reading.
- Students must consult with their teacher and Head Teacher of English and EAL/D if they wish to study this course. An application process may apply.

How will this subject help me in the future?

- The study of English is mandatory in NSW and will automatically be considered in the calculation of an ATAR.
- An understanding of the English language is central to how we communicate and essential for intellectual, social and emotional development.
- Students who study the **English Advanced** course will be well equipped for further study of English literature and related disciplines at university.

What does this course cost?

No subject fees but excursions where relevant. Books are loaned and replacement fees will be charged if they are not returned or have been damaged.

English Standard

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	English Advanced, English EAL/D, English Studies, English Extension 1 & 2

What is this course about?

The **English Standard** course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. Students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

The Year 11 Course Content:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- In two additional modules: *Close Study of Literature* and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.

The Year 12 Course Content:

- The HSC Common Content consists of one module, *Texts and Human Experiences*, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning. These modules are: *Language, Identity and Culture*, *Close Study of Literature* and *The Craft of Writing*. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.

Across Stage 6 (Year 11 and 12) the selection of texts must give students experience of a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.

How is this work assessed?

Internal Assessment

- Assessments, including an examination and multimodal presentation.

External Assessment:

- HSC Examination

Who should do this course?

- Students who want to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.
- This course is directly aligned to the English 7- 10 curriculum. No consultation is needed if students wish to study this course.

How will this subject help me in the future?

- The study of English is mandatory in NSW and will automatically be considered in the calculation of an ATAR.
- An understanding of the English language is central to how we communicate and essential for intellectual, social and emotional development.
- Students who study the **English Standard** course may undertake further study of English and related disciplines at university or TAFE.

What does this course cost?

No subject fees but excursions where relevant. Books are loaned and replacement fees will be charged if they are not returned or have been damaged.

English Studies

Category:	Board Developed
Number of Units:	2
ATAR:	Yes (Optional)
Hours Studied:	240
Exclusions:	English Advanced, English Standard, English EAL/D, English Extension 1 & 2.

What is this course about?

English Studies is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

The Year 11 Course Content:

- Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study two to four additional syllabus modules (selected based on their needs and interests).

The Year 12 Course Content:

- The HSC Common Content consists of one module, *Texts and Human Experiences*, which is also common to the HSC English Standard, HSC English Studies and the HSC English Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study two to four additional syllabus modules (selected based on their needs and interests).

Across Stage 6 (Year 11 and 12) the selection of texts will give students experiences of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

How is the work assessed?

Internal Assessment

- Assessments, including a collection of classwork, multimodal presentation and possibly an examination.

External Assessment:

- Optional: HSC Examination

Please note: If students wish to be eligible for an ATAR, they must complete the HSC Examination. If students wish to be ineligible for an ATAR, they will only receive a course mark (A-E), based on their assessment tasks, which will be provided to NESA. A decision about the External Assessment option must be made before commencing the Year 12 course.

Who should do this course?

- Students must consult with their teacher and Head Teacher of English and EAL/D if they wish to study this course.
- Students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.

How will this subject help me in the future?

- The study of English is mandatory in NSW and will automatically be considered in the calculation of an ATAR (if students have chosen to complete the HSC Examination).
- An understanding of the English language is central to how we communicate and essential for intellectual, social and emotional development.
- Students who study the **English Studies** course may undertake TAFE or enter the workplace after the HSC.

What does this course cost?

No subject fees but excursions where relevant. Books are loaned and replacement fees will be charged if they are not returned or have been damaged

English EAL/D

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	English Advanced, English Standard, English Studies, English Extension 1 & 2.
Eligibility Rules:	The English EAL/D course is for students who have been educated in the English language for five years or less, either in Australia or overseas. You must consult your class teacher to check eligibility.

What is this course about?

English EAL/D (English as an additional language or dialect) is designed for students from diverse language backgrounds other than English as outlined by the course entry requirements (see above). The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

The Year 11 Course Content:

- Students study three modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are *Language and Texts in Context*, *Close Study of Text* and *Texts and Society*.
- Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.

The Year 12 Course Content:

- Students study four modules. In *Module A: Texts and Human Experiences*, students analyse and explore texts and apply skills in synthesis.
- Two additional modules, *Language Identity Culture* and *Close Study of Text*, focus on particular aspects of shaping meaning and assessing the effectiveness of texts for different audiences and purpose.
- The fourth module, *Focus on Writing*, is studied concurrently throughout the year to develop students' understanding and use of language in developing their own written responses. Listening skills are also taught concurrently.

Across Stage 6 (Year 11 and 12) the selection of texts must give students experience of a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.

How is the work assessed?

Internal Assessment

- Assessments, including an examination and multimodal presentation.

External Assessment:

- HSC Examination

Who should do this course?

- Students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by the course entry requirements. These students will have dedicated support from EAL/D Specialist Teachers at all times during the course.
- Students must consult with their teacher and Head Teacher of English and EAL/D if they wish to study this course.

How will this subject help me in the future?

- The study of English is mandatory in NSW and will automatically be considered in the calculation of an ATAR.
- An understanding of the English language is central to how we communicate and essential for intellectual, social and emotional development.
- Students who study the **English EAL/D** course may undertake further study of English and related disciplines at university or TAFE.

What does this course cost?

No subject fees but excursions where relevant. Books are loaned and replacement fees will be charged if they are not returned or have been damaged.

English Extension

Category: Board Developed

Number of Units: 1

ATAR: Yes

Hours Studied: 120 or 180

Exclusions: English Standard, English EAL/D, English Studies

Eligibility Rules: Students must also study English Advanced. Year 11 English Extension 1 is a prerequisite for Year 12 English Extension 1. Year 11 English Extension 1 is a prerequisite for Year 12 English Extension 2 (which must also be studied concurrently with Year 12 English Extension 1).

What is the course about?

The **English Extension** course provides students who undertake **English Advanced** and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The **English Extension 2** course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in a substantial and original Major Work.

The Year 11 **Extension 1** Course Content:

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

The Year 12 **Extension 1** Course Content:

- The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The Year 12 **Extension 2** Course Content:

- In the English Extension 2 Year 12 course, students develop a sustained composition and document their reflection on this process
- The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Across Stage 6 (Year 11 and 12) the selection of texts should give students experience of texts which are widely regarded as quality literature.

How is the work assessed?

Extension 1

Internal Assessment

- Assessments, including an examination, research project and multimodal presentation.

External Assessment:

- HSC Examination

Extension 2

Internal Assessment

- Assessments, including a Viva Voce, Literature Review and Critique of the creative process.

External Assessment:

- Submission of Major Work and Reflection Statement.

Who should do this course?

- 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. Students should also be avid readers.
- Students must consult with their teacher and Head Teacher of English and EAL/D if they wish to study this course. An application process may apply.

How will this subject help me in the future?

- The course is designed for students with an interest in literature and a desire to pursue specialised study of English at university.
- While this course is not mandatory, it may be automatically considered in the calculation of an ATAR.

What does this course cost?

No subject fees but excursions where relevant. Books are loaned and replacement fees will be charged if they are not returned or have been damaged.

Ancient History

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

The **Preliminary course** is structured for students to investigate:

- People, groups, events, institutions, societies and historical sites from the ancient world
- Archaeological and written evidence and the methods used by historians and archaeologists. It covers:
 - Investigating Ancient History
 - the nature of Ancient History
 - case studies
 - Features of Ancient Societies

Ancient History involves the study of at least two of the following: Egypt, Near East, Greece and Rome in HSC course.

In the **HSC course**, students use archaeological and written evidence to investigate a Personality, an Ancient Society and a Historical Period.

- Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum
- Part II: Ancient Societies
- Part III: Personalities In Their Times
- Part IV: Historical Periods

How is the work assessed?

Assessment tasks will include: research, source analysis, essays, written and oral presentations and examinations.

Who should do this course?

Students who want to challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies.

Students will analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays.

Students who appreciate our responsibility for conserving and preserving the world's cultural heritage will benefit from Ancient History.

What should I be able to do at the end of the course?

- Think critically
- Collect, analyse and organise information
- Communicate ideas and information clearly in both written and oral forms
- Plan and organise activities
- Collaborate with others as part of a team
- Understand the influence of the ancient past on the present and future
- Understand, value and respect different viewpoints, ways of living, beliefs and languages
- Frame questions to guide historical inquiry
- Analyse and synthesise evidence from different types of sources to develop reasoned claims
- Form judgements about historical significance

How will this subject help me in the future?

Ancient History provides students with knowledge, understanding and skills which form a valuable

foundation for a range of courses at university and other tertiary institutions. Some key career links include: research worker, journalist, teacher, archaeologist, anthropologist, librarian, marine archaeologist, author, museum curator and politician, political scientist, scriptwriter, film/television director or producer, lawyer, criminologist.

What does this course cost? – Booklet cost \$40 and excursion costs where relevant.

The **HSC History Extension Course (Year 12 only)** involves the study and evaluation of the ideas and processes used by historians to produce history. Students investigate Constructing History through Key Questions and a Case Study. Students design, undertake and communicate a personal historical inquiry. Students must have successfully completed the Preliminary Course and be currently studying an HSC course in either Modern or Ancient History to attempt the Extension course and must have good research skills and an independent approach to learning to be successful.

Biology

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

The Biology Stage 6 Syllabus 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.

How is this course taught?

The subject has a Preliminary course and a HSC course broken into eight modules.

The **Preliminary** course studies Cells as the Basic of Life, Organisation of Living Things, Biological Diversity and Ecosystem Dynamics. This is a 120-hour course with 15 hours allocated to Depth studies within the mandatory indicative hours and a fieldwork exercise to be completed in Year 11.

The **HSC** course builds on the preliminary course. It includes the study of Heredity, Genetic Change, Infectious Disease and Non-Infectious Disease and Disorders. This is a 120-hour course includes 15 hours allocated to Depth Studies.

What are Depth Studies?

A depth study is a type of investigation/activity that a student completes individual or collaboratively to allow them to further develop one or more concepts inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. Requirements for Depth Studies:

- A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.
- At least one depth study assessment task must be included in both Year 11 & Year 12.

Scientific investigations include both **practical investigations** and **secondary-sourced investigations**. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 15 hours of course time, including time allocated to practical investigations in depth studies.

How is the work assessed?

60% Skills in working scientifically

40% Knowledge and understanding of course content

Who should do this course?

- Gained a Grade A to C in Year 10 Science course
- Have a strong interest in investigating Biology through theoretical work, fieldwork, research and practical work.

Note: Consider combining this course with Chemistry, Investigating Science or Physics if you are considering tertiary studies in Science.

What should I be able to do at the end of this course?

- Use biological terminology and be able to communicate information.
- Analyse qualitative and quantitative data, solve problems and apply knowledge of biological interactions that relate to a variety of fields.
- Design and conduct biological investigations both individually and collaboratively.
- Develop problem-solving and critical thinking skills to understand and support the natural environment.

How will this subject help me in the future?

Career opportunities within Biology include biotechnology, forensic Science, science teaching, nursing, environmental science, sports science, medicine, food science, medical science, research in genomics, neurology, microbiology, pharmacology and veterinary science. Careers in government and policy, business and industry, biological economics and publishing and communication.

What is the homework/study expectation for Biology?

Students are expected to undertake a minimum of 3 hours independent study and homework each week in biology to keep up with the coursework.

What does this course cost? - \$20 subject contribution (materials and supplies practical required for stage 6 activities) Excursions where relevant. Students are responsible for cost of materials when completing depth studies.

Business Studies

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

Preliminary Course Content:

- Nature of Business
- role and nature of business
- Business Management
- nature and responsibilities of management
- Business planning
- small to medium enterprise considerations

HSC Course Content:

- Operations
- effective operations management
- Marketing successful marketing
- Finance
- financial planning and management
- Human Resources
- human resource management

How is the course taught?

Contemporary business issues and case studies are embedded throughout the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment.

McDonald's Corporation, including the USA holding company and Australian subsidiary, is considered from operations, finance, marketing and human resources perspectives.

How is the work assessed?

Assessment tasks have been designed to develop HSC Examination writing thought and skills processes.

Preliminary Course Assessment:

1. In-class extended response based on research
2. In-class Business Report based on research
3. Final Examination

HSC Course:

1. In-class extended response based on research
2. In-class Business Report based on research
3. In-class Business Report based on research
4. Final Examination – HSC trial

Who should do this course?

This course is ideal for students who are interested completing tertiary courses in operations, finance, marketing and human resources.

What should I be able to do at the end of the course?

Business Studies assists in the development of critical thinking and problem solving skills.

A stimulating and relevant Business Studies framework enables students to develop problem-solving skills that address issues encountered in the business environment.

Intellectual, social and moral development is fostered with students encouraged to think critically about the role of business and its ethical responsibilities to society.

How will this subject help me in the future?

Students will benefit from the study of Business if they engage in tertiary studies in areas pertaining to business, accounting and finance, economics, foreign affairs, human resources and industrial relations, investment, media, law, logistics, management, mathematics, marketing, real estate, tourism and trade

The Department of Education, Employment and Workplace Relations provides an extensive insight into business-related career options. Simply enter '*Do you enjoy or are you good at Business Studies?*' into an Internet search engine.

What does this course cost? - Booklet cost \$40 and excursion costs where relevant.

Chemistry

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

The *Chemistry Stage 6 Syllabus* 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.

How is this course taught?

The subject has a Preliminary course and a HSC course. The courses are organised into eight modules.

The **Preliminary** Course studies Properties and Structure of Matter, Introduction to Quantitative Chemistry, Reactive Chemistry and Drivers of Reactions. This is a 120-hour course includes 15 hours allocated to Depth Studies.

The **HSC** course builds on the preliminary course. It includes the study of Equilibrium and Acid Reactions, Acid/base Reactions, Organic Chemistry and Applying Chemical Ideas. This is a 120-hour course includes 15 hours allocated to Depth Studies

What are Depth Studies?

A depth study is a type of investigation/activity that a student completes individual or collaboratively to allow them to further develop one or more concepts inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. Requirements for Depth Studies:

- A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.
- At least one depth study assessment task must be included in both Year 11 & Year 12.

Scientific investigations include both **practical investigations** and **secondary-sourced investigations**. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 15 hours of course time, including time allocated to practical investigations in depth studies.

How is the work assessed?

60% Skills in working scientifically

40% Knowledge and understanding of course content

Who should do this course?

Students who

- Gain a Grade A to C in Year 10 Science course
- Have a strong interest in investigating Chemistry through theoretical work, fieldwork, research and practical work.

Note: Consider combining this course with Biology, Investigating Science or Physics if you are considering tertiary studies in Science.

What should I be able to do at the end of this course?

- Understand and critically evaluate basic concepts about chemistry
- Apply experimental skills in observation, manipulation, measurement and exceptional design
- Use computers and data loggers to access information
- Collect, analyse and organise information
- Work effectively as an individual and team member.

How will this subject help me in the future?

Career opportunities within Chemistry include health science, aviation, sports science, chiropractic, medicine, engineering, energy and the environment, lifestyle & recreation, nursing, forensic Science, science publicist, environmental science and metallurgy.

What is the homework/study expectation for Chemistry?

Students are expected to undertake a minimum of 3 hours independent study and homework each week in chemistry to keep up with the coursework.

What does this course cost? - \$20 subject contribution (materials and supplies practical required for stage 6 activities) Excursions where relevant. Students are responsible for cost of materials when completing depth studies.

Chinese Beginners

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	Chinese Continuers, Chinese Extension, Chinese in Context, Chinese and Literature

Pre-knowledge

This course is designed for students who have little or no previous knowledge of the language.

What will I be doing in this course?

The HSC Chinese course gives students a wide range of interesting ways to learn the language. It is largely a communicative course, with realistic, achievable standards and goals. Students are challenged to become competent communicators in Chinese, ready to use their skills for travel or work. Learning a language requires self-motivation and good study habits.

The course has four broad components that make up language learning:

- Listening – understanding spoken Chinese in a range of practical situations
- Speaking – expressing and exchanging ideas and opinions in China, eg as a traveller abroad, talking informally with friends and many useful situations
- Reading – understanding and responding to authentic Chinese texts, eg articles, emails, stories, songs and reports
- Writing – expressing oneself in Chinese at both a formal and informal level.

How is the work assessed?

Assessment consists of a variety of tasks based on the four components. Assessment may be in the form of a written, electronic or oral presentation. There is no essay writing. Technology skills are integrated into the course.

What should I be able to do at the end of the course?

- be able to converse with a native speaker of the language at an elementary level;
- have an understanding of a foreign culture and society;
- understand different ways of life at home and abroad; have a better understanding of how language works.

How will this subject help me in the future?

The ability to communicate in another language will enhance a student's vocational opportunities in the spheres of trade, business, banking, immigration, education and tourism.

Learning a language gives you the competitive edge when seeking a job. Employers know that language students develop good communication skills and are independent learners. Chinese tourists make up a large proportion of visitors to Australia each year. In areas such as tourism and hospitality, Chinese is a sought-after language. For those interested in engineering or science studies at tertiary level, a knowledge of the language would be a huge advantage as China is a world leader in technology.

What does this course cost? - \$20 per year and excursion costs where relevant. However, students will be required to buy a workbook associated with the course book. A Chinese dictionary would also be beneficial.

Chinese in Context

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	Chinese Beginners, Chinese Continuers, Chinese Extension, Chinese and Literature

Pre-knowledge

This course is for students who have, typically, been brought up in a home where the language is used, and they have a connection to that culture. These students have some degree of understanding and knowledge of the language. They have received all or most of their formal education in schools where English (or another language different from the language of the course) is the medium of instruction. Students may have undertaken some study of the language in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where the language is the medium of instruction up to the age of ten.

What will I be doing in this course?

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in [Language]. Topics covered provide contexts in which students develop their communication skills in [Language] and their knowledge and understanding of language and culture.

What students learn

Topics studied through two interdependent perspectives, the personal world and the chosen [Language] communities, provide contexts in which students develop their communication skills in the chosen [Language] and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of the chosen [Language] will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of the chosen [Language] - speaking communities through the study of a range of texts.

Preliminary

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in the chosen [Language].

HSC

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in the chosen [Language].

Topics

Family life, home and neighbourhood People, places and communities Education and work
Friends, recreation and pastimes Holidays, travel and tourism Future plans and aspirations.

How is the work assessed?

Assessment consists of a variety of interesting tasks based on the four components. Assessment may be in the form of a written, electronic or oral presentation. Technology skills are integrated into the course.

How will this subject help me in the future?

Learning a language gives you the competitive edge when seeking a job. Employers know that language students develop good communication skills and are independent learners.

Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about a quarter of the world's population.

China has emerged as one of Australia's major trading partners. Knowledge of Chinese can provide enhanced career opportunities in fields such as trade, commerce, banking, education, technology and tourism.

What does this course cost? - No course fee but excursion costs where relevant. A Chinese-English dictionary is recommended.

Chinese and Literature

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	Chinese Beginners, Chinese Continuers, Chinese Extension, Chinese in Context

Pre-knowledge

This course is designed for students with a cultural and linguistic background in Chinese.

What will I be doing in this course?

The HSC Chinese course provides students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of Chinese texts covering prescribed themes and contemporary issues. It allows them to further explore issues by analysing, evaluating and responding to prescribed texts.

The course has four broad components that make up language learning:

- Listening
- Spoken exchange/written exchange
- Reading
- Writing

How is the work assessed?

Assessment consists of a variety of interesting tasks based on the four components. Assessment may be in the form of a written, electronic or oral presentation. Technology skills are integrated into the course.

What should I be able to do at the end of the course?

- be able to exchange information, opinions and ideas in Chinese
- express ideas through the production of original texts in Chinese
- analyse, evaluate and respond to a range of texts in Chinese
- understand aspects of the language and culture of Chinese speaking communities.

How will this subject help me in the future?

Learning a language gives you the competitive edge when seeking a job. Employers know that language students develop good communication skills and are independent learners.

Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about a quarter of the world's population.

China has emerged as one of Australia's major trading partners. Knowledge of Chinese can provide enhanced career opportunities in fields such as trade, commerce, banking, education, technology and tourism.

What does this course cost? - No course fee but excursion costs where relevant. A Chinese-English dictionary is recommended.

Community and Family Studies

Category: Board Developed

Number of Units: 2

ATAR: Yes

Hours Studied: 240

Exclusions: Duplication of module content with other syllabuses that students are studying should be avoided, eg Exploring Early Childhood, Food Technology.

What is the course about?

Preliminary Course

- Basic concepts of Resource Management
- Roles relationships and tasks within and between groups and individuals
- Structures, functions and interaction between family and community.

HSC Course

- Research methodology and the production of an Independent Research Project
- Groups in Context-characteristics and needs of specific community groups
- Parenting and caring-issues facing parents and others in contemporary society.

Plus, one of the following modules:

- Family and Societal Interactions
- Social Impact of Technology
- Individuals and Work

How is the course taught?

The course draws upon components of family studies, sociology, developmental psychology and students' general life experiences. Use of relevant social and community issues to support the syllabus. Students get to experience real life parenting with the schools "Ready or not tot" programmed real life toy baby.

How is the work assessed?

A variety of assessments are used including practical work, written work and an Independent Research Project which is a NESA endorsed assessment task which is marked internally.

Who should do this course?

This course explores life and community-based issues that are important to people of all ages and are of equal relevance to all students. The topics investigated and the emphasis on research ensures a course that is attractive to many students with the capacity to challenge and extend all students' ability levels. Interesting areas relative to community, work and family structures are studied and furthered through current news and media.

What should I be able to do at the end of the course?

- Understand personal and family issues
- Be aware of the importance of family and community
- Present well researched evidence on a major issue
- Reflect on societal roles, support networks and understand the importance they hold

How will this subject help me in the future?

Career options include: community social services, nursing, early childhood studies, teaching, welfare, human resource management, youth work or counselling.

What does this course cost? - No course fee but excursion costs where relevant.

Dance

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240

Recommendations: The Dance Stage 6 course is designed for students who have completed the *Dance 7–10 Syllabus*, for those with other previous dance experience and for those who are studying dance for the first time. It caters for a broad range of students from varying social and cultural backgrounds and offers students opportunities to reflect their own and others' life experiences as part of the course content.

What is the course about?

Through the study of dance as an artform, students learn about and through dance performance. That is, the knowledge, understanding and skills in physically preparing the body to dance (*Dance Technique*) and the application and demonstration of knowledge, understanding and skills in a 'Dance'/'Work'. They learn about and through dance composition. That is, the knowledge, understanding and skills which underpin the theories, principles, processes and practices of dance composition. The students are encouraged to create and develop a personal response that communicates intent.

In Dance Stage 6, students are able to study dance as a unique artform in which the body is the instrument for non-verbal communication and expression. The study of dance as an artform 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.

Main Topics Covered:

Preliminary Course

- Performance Composition
- Appreciation
- Core Additional (Teacher Choice)

HSC Course

- Performance
- Composition
- Appreciation
- Major Study

How is the course taught?

Classroom lessons (theoretical and practical) group work, class discussions, excursions, keeping of journals, peer coaching, research, and dance and exploration activities.

How is the work assessed?

Assessments will take various forms and may include presentations, essays and journals, group work, compositions, performances, and speeches. All assessments will require a sound level of literacy and dance technique.

Who should do this course?

This course is designed to accommodate students wishing to explore dance as an artform and the creative arts. Student who possess qualities such as motivation, dedication to attain a high level of dance technique, enjoy working with others and a willingness to perform in front of peers will enjoy Dance.

What should I be able to do at the end of the course?

Through the study of Dance, students will develop:

- Dance technique
- Skills in a variety of different dance genres e.g. ballet, contemporary, musical theatre
- Team work
- Choreographic skills
- Execute movement proficiently
- Interpret and analyse dance works

How will this subject help me in the future?

The study of Dance 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 Dance 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. Teachers and students should be aware of these opportunities.

What does this course cost? - \$50 course fee per year plus excursion costs where relevant including workshops where applicable.

Design and Technology

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240

Exclusions: Projects developed for assessment in Design and Technology are not to be used either in full or in part for assessment in any other subject.

What is the course about?

This course involves the study of design, process, tools and equipment used for production of the design and the associated technology. Students will gain knowledge and skills from researching, planning, constructing, recording and evaluating solutions to increasingly involved design problems. This will prepare them for their Major Design Project worth 60% of their HSC mark. Students will also practice and develop their oral, written and graphical communication skills.

How is the course taught?

The course is essentially practical in nature. Students will be guided through individual design projects in the Preliminary Course. They will develop skills in project management, research, computing, drawing, material selection, the use of tools and equipment, marketing and product evaluation. For the HSC, students will design and produce a Major Design Project of their own choice, (the project can be a product, system or environment) and a management folio. They will also undertake a case study of Innovation and Emerging Technologies.

How is the work assessed?

HSC External Assessment is broken into two areas:

- The Major Design Project, (60 marks) which is practical in nature and can be a product, system or environment. A folio documenting the design process, development and realisation, and project evaluation must accompany the project. This is externally marked.
- A written exam paper (40 marks) of one and a half hours. Questions will be based on Innovation and Emerging Technologies and Designing and Producing.

School Internal Assessment. Students will complete several assessment projects as well as Half Yearly and Trial Examinations.

Who should do this course?

Creative students who enjoy practical activities have the ability to work independently and with maturity. Students must have a high degree of motivation to manage the demands of the major design project as well as a comprehensive written design folio for HSC Assessment. There are no prerequisites but students who enjoyed Information Software Technology, Graphics Technology and Industrial Technology – Wood and Metal in Years 7-10 readily adapt their skills and knowledge to this course.

What should I be able to do at the end of the course?

- Understand design theory and processes
- Understand and appreciate the interrelationship between design, society and the environment.
- Understand innovation and entrepreneurial activity in a range of contexts
- Apply skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities.
- Demonstrate knowledge and understanding about current and emerging technologies in a variety of settings.

How will this subject help me in the future?

This course is a foundation for further study in design related fields at university and TAFE. Examples include: architecture, fashion design, town planning, landscape design, electronics, furniture design, graphic design, web designing, project managing and engineering. Design and Technology gives advanced standing in a number of certificate and diploma courses at TAFE.

What does this course cost? - \$50 course fee per year and excursion. Students will be responsible for the cost of materials to manufacture their Major Design Project and documentation, as required for the HSC.

Drama

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

The course has a practical component where students learn through experience and a written component to develop the theoretical knowledge, confidence, and skills needed to succeed in this discipline.

The **Preliminary course** in Year 11 will be a study of:

- improvisation, play building, acting
- elements of production in performance
- theatrical traditions and performance styles.

The **HSC course** involves the study of:

- Australian Drama and Theatre (core content)
- Studies in Drama and Theatre
- Group Performance (core content)
- Individual project (one of the following)
 - Individual Performance
 - Portfolio of Theatre Criticism
 - Director's Folio
 - Applied Research Project
 - Costume Design
 - Lighting Design
 - Promotion Design
 - Set Design
 - Scriptwriting
 - Video Drama

The group devised performance requires strong commitment from all group members who will devise an original performance piece and perform it under exam conditions – students are marked individually. HSC practical marking occurs mid Term 3

How is the work assessed?

School Assessment of workshop activities, written and oral assessment tasks

Development work in Individual Project, Group Presentation and Performance

External examination:

1.5 hour written exam
Individual Project
Group Performance

What should I be able to do at the end of the course?

- an appreciation of the processes involved in drama and theatre
- an appreciation of the contribution made by drama and theatre to societies
- an appreciation of theatrical traditions and performance styles
- a range of dramatic and theatrical skills
- self-discipline, confidence and awareness of working in a group
- increased communication in a variety of dramatic modes.

How will this subject help me in the future?

The collaborative and individual skills developed in this course will benefit students in any future social, tertiary or employment situation because it fosters self-confidence.

Related careers include: playwright, scriptwriter, set designer, theatre critic, writer, film stage or TV director/producer, film critic, entertainer, teacher, research officer, actor and artistic director, sound technician, lighting designer/technician, set designer, stage manager, theatre manager.

What does this course cost? \$40 course fee per year and excursions costs where relevant.

Earth and Environmental Science

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and 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.

How is this course taught?

The subject has a Preliminary course and a HSC course. The courses are organised into 8 modules.

The **Preliminary** Course studies Earth's Resources, Plate Tectonics, Energy Transformations and Human Impacts. This is a 120-hour course with 15 hours allocated to Depth studies within the mandatory indicative hours. One fieldwork exercise must be included in Year 11.

The **HSC** course builds on the preliminary course. It includes the study of Earth's Processes, Hazards, Climate Science and Resource Management. This is a 120-hour course with 15 hours allocated to Depth studies within the mandatory indicative hours. One fieldwork exercise must be included in Year 12.

What are Depth Studies?

A depth study is a type of investigation/activity that a student completes individual or collaboratively to allow them to further develop one or more concepts inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. Requirements for Depth Studies:

- A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.
- At least one depth study assessment task must be included in both Year 11 & Year 12.

Scientific investigations include both **practical investigations** and **secondary-sourced investigations**. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 15 hours of course time, including time allocated to practical investigations in depth studies.

How is the work assessed?

60% Skills in working scientifically

40% Knowledge and understanding of course content

Who should do this course?

Students who

- Gained a Grade A to C in Year 10 Science course
- Have a strong interest in investigating Earth and Environmental Science through theoretical work, fieldwork, research and practical work.

Note: Consider combining this course with Biology, Chemistry, Investigating Science and Physics if you are considering tertiary studies in Science.

What should I be able to do at the end of this course?

- Apply experimental skills in observation, manipulation, measurement and experimental design including fieldwork
- Engage with technologies that assist in developing earth and environmental science applications.

How will this subject help me in the future?

Career opportunities for students interested in geology, engineering, metallurgy, environmental management, construction, economic geologist and geosciences.

What is the homework/study expectation for Earth and Environmental Science?

Students are expected to undertake a minimum of 2 hours independent study and homework each week in Earth and Environmental Science to keep up with the coursework.

What does this course cost? - \$20 subject contribution (materials and supplies practical required for stage 6 activities) Excursions where relevant. Students are responsible for cost of materials when completing depth studies.

Economics

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

The **Preliminary course** is structured for students to investigate:

- **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 economy

The **HSC course** focuses on the management of an economy and is therefore essentially macroeconomic in nature. 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, wealth and management
- **Economic Policies and Management:** The range of policies to manage the economy

How is the work assessed?

Assessment tasks will include: research, source analysis, essays, written and oral presentations and examinations.

Who should do this course?

Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies.

What should I be able to do at the end of the course?

The study of Economics Stage 6 allows students to develop knowledge and understanding, skills, attitudes and values using subject matter and methodology that suit their interests. The course benefits students when they pursue further education and training, employment and active participation as citizens.

How will this subject help me in the future?

If selected as a specialisation at university, economics can lead to careers in:

- share, finance or commodities markets
- business
- economic forecasting
- banking
- insurance
- tourism
- resource management
- property development and management
- government
- environmental management
- town planning
- foreign affairs or economic policy development.

What does this course cost? - Booklet cost \$40 and excursion costs where relevant.

Food Technology

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240

What is the course about?

Food Technology is a content rich subject that investigates the way food works in our body and our society. Such skills include the ability to research, analyse and communicate. Students also develop the capability and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.

How is the course taught?

This course is a mix of theory and practical components. In the preliminary course, students investigate, Food Availability and Selection, Food Quality, and Nutrition. In the HSC course, students investigate The Australian Food Industry, Food Manufacture, Food Product Development, and Contemporary Nutrition Issues. Practical activities are integrated throughout the course.

How is the work assessed?

In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. Students are assessed through classwork, assessment tasks, examinations, and practicals. It is mandatory that students undertake practical activities, which are integrated throughout the course.

Who should do this course?

Students who have a passion for food and nutrition and enjoy practical activities with the ability to work independently and with maturity. Students must have a high degree of motivation and organisational skills to manage the demands of the theoretical components of the course. There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course.

What should I be able to do at the end of the course?

- Knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society.
- Knowledge and understanding about the nature of food and human nutrition and an appreciation of the importance of food to health.
- Skills in researching, analysing and communicating food issues.
- Skills in experimenting with and preparing food by applying theoretical concepts.
- Skills in designing, implementing and evaluating solutions to food situations.

How will this subject help me in the future?

The study of Food 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 and can also be applied across a range of career pathways. Examples include Dietician, Nutritionist, Teacher, Recipe developer, Research and Development, Marketing and much more.

What does this Course Cost? \$120 course fee per year. This includes all food and ingredients for the practical components of the course.

Health and Movement Science

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

Health and Movement Science is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives. It prepares students for tertiary study in the health-related industry.

An emphasis is placed on the social context of health, anatomy and physiology, biomechanics, first aid and the ability to improve sports performance. PDHPE in Stage 6 is largely a theoretical based program of study that focuses on educative purpose, take a strengths-based approach, values movement, develops health literacy and includes a critical inquiry approach

Main Topics Covered:

Preliminary Course - Core Topics

Health for Individuals and Communities
The body and Mind in motion
Collaborative Investigation
Depth Studies

HSC Course - Core Topics

Health in and Australian and global context
Training for Improved performance
Depth Studies

How is the course taught?

Classroom lessons, group work, class discussions, excursions, debates, keeping of logs, peer coaching, research and practical lessons to support topics taught.

How is the work assessed?

Assessments will take various forms and may include presentations, essays, group work, digital video analysis (biomechanics) and online tasks. Assessments will require a sound understanding of key concepts and an adept literacy level.

Who should do this course?

This course is designed to accommodate students wishing to explore health and the human body in detail. The course provides a foundation for students with a special or vocational interest in human movement, medical and health science, and individual and community health issues and who wish to continue their studies at a tertiary level, including the study of medicine and other health courses.

What should I be able to do at the end of the course?

Through the study of Health and Movement Science, students will develop:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- a capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis

How will this subject help me in the future?

This course is ideal for students who wish to seek professional employment or complete further study related to health through university. Professional careers in medical sciences, physiotherapy, dentistry, pharmacology, radiotherapy, nursing, PDHPE teaching, health promotion and other health and medical related fields.

What does this course cost? \$60 for online text book per year Excursion costs where relevant.

Industrial Technology: Timber Products and Furniture Technologies

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	Yes

What is the course about?

This course will enable students to acquire knowledge and develop skills that are important for people entering cabinet making or building construction courses. It offers students the opportunity to study the interrelationships of technologies, tools, equipment and materials used by the industry and to develop skills through the processes of design, planning and production. Students will work on both group and individual projects in the Preliminary Course and will undertake a Major Project and Industry Study for their HSC.

How is the course taught?

This course is essentially practical in nature. Students will be guided through group and individual design projects in the Preliminary Course. Both the Preliminary and HSC Courses are organised around Industry Study, Design and Management, Workplace Communication and Industry Specific Content and Production.

During the HSC course, each student must present a Major Project consisting of a product and an accompanying management folio.

How is the work assessed?

HSC assessment is broken into 2 areas:

60 marks – the Major Design Project which is practical in nature and is a product. A management folio documenting the project development must accompany the project. This is externally marked.

40 marks – a written exam paper of 1 ½ hours. Questions will be based on Design Management, Industry Study, Communication.

Who should do this course?

This course is designed for students who wish to enter the workplace after their HSC and continue further vocational training at TAFE or university. Industrial technology does not require students to have studied Graphics Technology, Industrial Technology -Wood or Metal however, it can be of assistance. The main requirements are a keen interest in project work, a desire to improve your knowledge and practical skills in problem solving relating to furniture design and construction.

What should I be able to do at the end of the course?

- Apply skills in the application of the design process to design, produce and evaluate quality projects that satisfy identified needs and opportunities.
- Co-ordinate and manage a project from implementation to completion.
- Demonstrate knowledge, understanding and the safe use of a wide range of tools and processes.
- Understand the implementations of running a business and the role small business plays in the wider community.

How will this subject help me in the future?

This course provides a foundation for any Furniture Design, Carpentry or Building Construction Course to be studied at TAFE or university or the pursuit of careers in Cabinet Making, Carpentry, Plumbing, Electrical, Bricklaying, Concreting, Landscaping, Quantity Surveyor or Building Project Management.

Major project exclusions

Projects developed for the assessment in Industrial Technology are not to be used either in full or in part for assessment in any other subject.

What does this course cost? - \$100 course fee per year and excursion costs where relevant. Students will be responsible for the cost of materials to manufacture their Major Design Project as required for the HSC.

Investigating Science

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

The *Investigating Science Stage 6 Syllabus* 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.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The course forms the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

How is this course taught?

The subject has a Preliminary course and a HSC course. The courses are organised into 8 modules.

The **Preliminary** Course Studies Cause and Effect – Observing, Inferencing and Generalisations, Scientific models and Theories and Laws. This is a 120 hours' course with 30 hours allocated to Depth studies within the mandatory indicative hours.

The **HSC** course builds on the preliminary course. It includes the study of Scientific Investigations, Technologies, Fact or Fallacy, Science and Society. This is a 120 hours' course with 30 hours allocated to Depth studies within the mandatory indicative hours.

What are Depth Studies?

A depth study is a type of investigation/activity that a student completes individual or collaboratively to allow them to further develop one or more concepts inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. Requirements for Depth Studies:

- A minimum of 30 hours of in-class time is allocated in both Year 11 and Year 12.
- At least one depth study assessment task must be included in both Year 11 & Year 12.

Scientific investigations include both **practical investigations** and **secondary-sourced investigations**. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 30 hours of course time, including time allocated to practical investigations in depth studies.

How is the work assessed?

60% Skills in working scientifically

40% Knowledge and understanding of course content

Who should do this course?

Students who

- Gained a Grade A to C in Year 10 Science course
- Have a strong interest in investigating and experimental science through theoretical work, fieldwork, research and practical work.

Note: This course should be completed with another science subject.

What should I be able to do at the end of this course?

- Understand and critically evaluate basic concepts in modern Physics.
- Apply experimental skills in observation, manipulation, measurement and experimental design including fieldwork.
- Engage in solving equations based on models, make predictions, and analyse the interconnectedness of physical entities.

How will this subject help me in the future?

Career opportunities for students interested in any science disciplines, forensic science, agriculture, health, STEM related careers, architecture, optometry, meteorology, astronomy, chiropractic, aviation and space engineering, engineering and medicine.

What is the homework/study expectation for Investigating Science?

Students are expected to undertake a minimum of 3 hours independent study and homework each week in Investigating Science to keep up with the coursework.

What does this course cost? - \$20 subject contribution (materials and supplies practical required for stage 6 activities) Excursions where relevant. Students are responsible for cost of materials when completing depth studies..

Japanese Beginners

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	Japanese Continuers, Japanese Extension, Japanese in Context, Japanese and Literature

Pre-knowledge

This course is designed for students who have little or no previous knowledge of the language.

What will I be doing in this course?

The HSC Japanese course gives students a wide range of interesting ways to learn the language. It is largely a communicative course, with realistic, achievable standards and goals. Students are challenged to become competent communicators in Japanese, ready to use their skills for travel or work. Learning a language requires self-motivation and good study habits.

The course has four broad components that make up language learning:

Listening – understanding spoken Japanese in a range of practical situations

Speaking – expressing and exchanging ideas and opinions in Japan, eg as a traveller abroad, talking informally with friends and many useful situations

Reading – understanding and responding to authentic Japanese texts, eg articles, emails, stories, songs and reports
Writing – expressing oneself in Japanese at both a formal and informal level.

How is the work assessed?

Assessment consists of a variety of tasks based on the four components. Assessment may be in the form of a written, electronic oral presentation. There is no essay writing. Technology skills are integrated into the course.

What should I be able to do at the end of the course?

- be able to converse with a native speaker of the language at an elementary level;
- have an understanding of a foreign culture and society;
- understand different ways of life at home and abroad; have a better understanding of how language works.

How will this subject help me in the future?

The ability to communicate in another language will enhance a student's vocational opportunities in the spheres of trade, business, banking, immigration, education and tourism.

Learning a language gives you the competitive edge when seeking a job. Employers know that language students develop good communication skills and are independent learners. Japanese tourists make up a large proportion of visitors to Australia each year. In areas such as tourism and hospitality, Japanese is a sought-after language. For those interested in engineering or science studies at tertiary level, a knowledge of the language would be a huge advantage as Japan is a world leader in technology.

What does this course cost? - \$20 per year and excursion costs where relevant. However, students will be required to buy a workbook associated with the course book. A Japanese dictionary would also be beneficial.

Japanese Continuers

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	Japanese Beginners, Japanese and Literature, Japanese in Context

Pre-knowledge

This course is designed for students who have studied Japanese more than 200 hours in Stage 4 or Stage 5.

What is the course about?

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Student's skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities' through the study of a range to texts.

Prescribed Themes

The individual

The Japanese-speaking communities

The changing world

Mandatory Topics

- The self and family
- Education
- Everyday life and activities
- Special celebrations
- Japan as a tourist destination
- Daily life in Japan
- Migrant experiences in Australia
- Family Life
- The world of work

What does this course cost? - \$20 per year and excursion costs where relevant. However, students will be required to buy a workbook associated with the course book. A Japanese dictionary would also be beneficial

Korean Beginners

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	Korean Continuers, Korean and Literature, Korean in Context, Korean Extension

Pre-knowledge

This course is designed for students who have little or no previous knowledge of the language.

What will I be doing in this course?

The HSC Korean course gives students a wide range of interesting ways to learn the language. It is largely a communicative course, with realistic, achievable standards and goals. Students are challenged to become competent communicators in Korean, ready to use their skills for travel or work. Learning a language requires self-motivation and good study habits.

The course has four broad components that make up language learning:

- Listening – understanding spoken Korean in a range of practical situations
- Speaking – expressing and exchanging ideas and opinions in Korean, e.g. as a traveller abroad, talking informally with friends and many useful situations
- Reading – understanding and responding to authentic Korean texts, e.g. articles, emails, stories, songs and reports
- Writing – expressing oneself in Korean at both a formal and informal level.

How is the work assessed?

Assessment consists of a variety of tasks based on the four components. Assessment may be in the form of a written, electronic or oral presentation. There is no essay writing. Technology skills are integrated into the course.

What should I be able to do at the end of the course?

- be able to converse with a native speaker of the language at an elementary level;
- have an understanding of a foreign culture and society;
- understand different ways of life at home and abroad;
- have a better understanding of how language works.

How will this subject help me in the future?

The ability to communicate in another language will enhance a student's vocational opportunities in the spheres of trade, business, banking, immigration, education and tourism.

Learning a language gives you the competitive edge when seeking a job. Employers know that language students develop good communication skills and are independent learners. Many Korean tourists visit Australia each year. In areas such as tourism and hospitality, Korean is a sought-after language. For those interested in engineering or science studies at tertiary level, a knowledge of the language would be a huge advantage as Korea has become a world leader in technology.

What does this course cost? - \$20 per year and excursion costs where relevant. However, students will be required to buy a workbook associated with the course book. A Korean dictionary would also be beneficial.

Legal Studies

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

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 the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. The aim of the course is to engage with contemporary legal issues in today's society.

It covers: The Legal System, The Individual and the State and The Law in Practice.

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

Core Topics:

- Crime
- Human Rights

Two Focus Studies are chosen from:

- Consumers
- Family
- Global Environment
- Indigenous People
- Shelter
- Technological Change
- Workplace
- World Order

Key themes incorporated across all topics:

- Justice,
- Law & Society
- Culture
- Values and Ethics
- Conflict and Cooperation
- Continuity and Change
- Legal Processes and Institutions
- Effectiveness of the Legal System

Who should do this course?

Legal Studies is the ideal course for students who are interested in contemporary legal issues and/or wish to pursue further studies in the law and criminology at TAFE or university. Students will benefit from a willingness to express their opinions verbally and in writing. Students need not have studied Commerce to select Legal Studies for the HSC.

How is the work assessed?

Legal Studies is assessed using research projects, media article analysis, class tests and examinations. The exams contain multiple choice, short answer and extended response questions.

What should I be able to do at the end of the course?

- Use and understand terms used in the legal process
- Recognise legal problems and demonstrate logical reasoning in applying legal principles
- Develop a working knowledge of the Australian legal system
- Understand the evolution of the current legal system
- Evaluate the effectiveness of our legal system

How will this subject help me in the future?

Legal Studies, when combined with further study can lead to careers in the police service, the court system, business, youth work, and corrective services as solicitors, barristers, law clerks etc. Growth areas are in family law, business law and the laws relating to negligence and duty of care.

What does this course cost? - Booklet cost \$40 and excursion costs where relevant

Mathematics Standard 1 and 2

Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses.

Category:	Board Developed
Number of Units:	2
Standard 2 Mathematics - ATAR:	Yes
Standard 1 Mathematics - ATAR - Pathway 1:	Yes (must complete a HSC examination to be eligible for ATAR.)
Standard 1 Mathematics - ATAR - Pathway 2:	No (will only complete school based assessment)
Hours Studied:	240
Exclusions:	Students may not study any other stage 6 Mathematics course in conjunction with Standard Mathematics.

What will I need for this course?

A scientific calculator, basic geometrical instruments, access to technology are necessary for the Standard Mathematics course.

What is the course about?

Preliminary Standard Course Content/Areas of Study: Algebra, Measurement, Financial Mathematics, Statistical Analysis

HSC Course Content/Areas of Study:

Further studies in Algebra, Measurement, Financial Mathematics, Statistical Analysis, Networks.

How is the work assessed?

The progress of students will be assessed throughout the course by a range of tasks such as progress tests, open book tests, examinations, projects and/or assignments. There will be one formal assessment each term.

What should I be able to do at the end of the course?

- appreciate the relevance of mathematics;
- be able to apply mathematical skills and techniques to interpret practical situations;
- be able to communicate mathematics in written and/or verbal forms;
- acquire skills, knowledge and understanding in the areas of study above.

Who should do this course?

Students who have successfully engaged with the Mathematics 5.1 and 5.2 course in Years 9 & 10 and wish to continue their studies in mathematics in Stage 6.

How will this subject help me in the future?

This course is an alternative to the more formal and abstract 2 Unit Mathematics Advanced course. It is designed to prepare students to use a range of mathematical techniques and tools successfully and appropriately in everyday situations, and to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences. **Please note** that it does NOT prepare students for further studies in mathematical courses beyond the HSC. Students intending to undertake tertiary studies should check pre-requisites for specific courses.

Note: Any 2 units of Mathematics is sometimes noted as a pre-requisite for university courses. In this case Standard 2 Mathematics would be sufficient. However, if Mathematics is noted as a pre-requisite this refers to 2 unit Mathematics Advanced (not Standard). Please check the UAC Guide for confirmation of pre-requisites.

What does this course cost? - No course fee but excursion costs where relevant.

Syllabus link: https://syllabus.nesa.nsw.edu.au/assets/mathematics_standard/mathematics-standard-stage-6-syllabus-2017.pdf

Mathematics Advanced

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	Students may not study Standard 1 or 2 Mathematics in conjunction with Advanced Mathematics.

What will I need for this course?

A scientific calculator and basic geometrical instruments are necessary for this Mathematics course.

What is the course about?

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.

Preliminary Course Content:

Functions, Trigonometric Functions, Calculus, Exponential and Logarithmic Functions and Statistical Analysis

HSC Course Content:

Further Functions, Further Trigonometric Functions, Further Calculus, Financial Mathematics, Further Statistical Analysis

Who should do this course?

Students who have successfully engaged with the Mathematics 5.2 and 5.3 course in Years 9 & 10 and wish to study a Calculus course in preparation for science courses at university. Students must have strong algebra skills and the ability to work on abstract concepts.

Note: Students attempting the Extension 1 course will also be required to complete the Advanced Mathematics Course.

Students intending to undertake tertiary studies should check pre-requisites for specific courses. A high level of competence in mathematics over Years 9/10 is required for this course. Students who have not studied the Mathematics 5.3 course will experience difficulty when attempting the Advanced Mathematics course.

How is the work assessed?

The progress of students will be assessed throughout the course by a range of tasks such as progress tests, open book tests, examinations, or assignments.

What should I be able to do at the end of the course?

Students should:

- deal successfully and confidently with situations involving mathematics, demonstrating an independent and positive approach to mathematics;
- develop an awareness of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society;
- use appropriate logic, problem-solving and reasoning skills to analyse and solve problems.

How will this subject help me in the future?

This course prepares students for further study of mathematics or mathematics-related courses at tertiary institutions. Career options

include: Accountant, engineer, scientist, surveyor, pilot, stockbroker and Business Management.

What does this course cost? - No course fee but excursion costs where relevant.

Syllabus link: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-new-syllabus>

Mathematics Extension 1 & 2 Courses

Category:	Board Developed
Number of Units:	1
ATAR:	Yes
Hours Studied:	120 (Ext. 1) or 60 (Ext. 2)
Exclusions:	Standard 1 Mathematics, Standard 2 Mathematics

What will I need for this course?

A scientific calculator and basic geometrical instruments are necessary for the Mathematics Extension courses.

Extension 1 Mathematics (Year 11 and Year 12)

What is the course about?

This course is a 1 unit Extension course that builds on the Advanced Mathematics (2 unit) course. Students will study the Advanced Mathematics course concurrently with Extension 1 Mathematics. Extension topics are listed below.

Preliminary Extension Content:

Functions (Polynomials), Further Trigonometry (Inverse Trigonometry, Identities), rates of Change, Combinatorics, Further graphs

HSC Extension 1 Content:

Proof by Mathematical Induction, Vectors, Trigonometric identities, Further Calculus Skills and Applications, The Binomial Distribution

How is the work assessed?

The progress of students will be assessed throughout the course by a range of tasks such as progress tests, open book tests, examinations, projects and/or assignments. Students will complete school assessments in both Advanced Mathematics and Extension 1 Mathematics.

What should I be able to do at the end of the course?

- have confidence in their ability to do mathematics and enjoy seeing mathematics in the world around them;
- approach mathematics problems with a confident and positive attitude;
- develop an awareness of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society.

Who should do this course?

Students who have successfully engaged with the Mathematics 5.3 course in Years 9 & 10 and wish to study mathematics at university. Students must have strong algebraic skills, the ability to work on abstract concepts and write detailed mathematical proofs.

How will this subject help me in the future?

This course offers sound preparation for the student who wishes to engage in tertiary study in mathematics/science-based courses and is highly recommended for such students. Students intending to undertake tertiary studies should check pre-requisites for specific courses. This course is designed for students who have acquired a high level of competence in the Mathematics Course 5.3 over Years 9/10.

What does this course cost? - No course fee but excursion costs where relevant.

Syllabus Link: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-new>

Extension 2 Mathematics (Year 12 only)

Prerequisites

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

This course is a 1 unit additional HSC course. Students achieving at a high level in the Extension 1 course will be invited to study Extension 2 Mathematics in Year 12.

HSC Extension 2 Content:

Proof, Further work with Vectors, Complex Numbers, Further Integration, and Mechanics

How is the work assessed?

The progress of students will be assessed throughout the course by a range of tasks such as progress tests, open book tests, examinations, projects and/or assignments. Students will complete school assessments in Mathematics, Extension 1 Mathematics and Extension 2 Mathematics.

What should I be able to do at the end of the course?

- develop an appreciation of the intellectually challenging nature of mathematics and experience success in solving difficult problems;
- approach problems requiring complex and abstract mathematics with a positive, inquiring and self-assured attitude;
- apply complex mathematical techniques to a wide variety of challenging problems.

How will this subject help me in the future?

This course is very demanding and is intended for outstanding Extension 1 students. It represents a distinctly high level in school mathematics, involving the development of considerable manipulative skills and a high degree of understanding of the fundamental ideas of algebra and calculus.

What does this course cost? - No course fee but excursion costs where relevant.

Syllabus Link: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-new>

Modern History

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

The **Preliminary course** investigates individuals, groups, events, institutions, societies and ideas in a range of historical contexts. It consists of:

- Investigating Modern History, the nature of Modern History, case studies
- Historical Investigation
- The Shaping of the Modern World

The **HSC course** is designed for students to investigate national and international forces for change and continuity in the 20th Century.

It consists of:

- Core Study: Power and authority in the Modern World 1919 – 1946
- National Studies
- Peace and Conflict
- Change in the Modern World

How is the work assessed?

It is assessed through tasks which include research, historical evidence analysis, written and oral presentation, exam questions, extended responses.

Who should do this course?

Students who want to examine the great issues which affect us, to find out about interesting people and events, to develop powers of deduction and reasoning, critical analysis and fluent communication. This course also develops advanced writing skills which help students in all subjects for their HSC, and moving forward into university.

What should I be able to do at the end of the course?

- Think critically
- Collect, analyse and organise information
- Communicate ideas and information clearly in both written and oral forms
- Plan and organise activities
- Collaborate with others as part of a team
- Understand the influence of the past on the present and future
- Understand, value and respect different viewpoints, ways of living, beliefs and languages
- Frame questions to guide historical inquiry
- Analyse and synthesise evidence from different types of sources to develop reasoned claims
- Form judgements about historical significance

How will this subject help me in the future?

Modern History provides a valuable foundation for a range of courses at university and TAFE. Career path options include: journalism, lawyer, playwright, script writer, historian, author, criminologist, diplomat, film and television producer or director, politician or political scientist, foreign affairs officer, conservator, anthropologist, research officer, secondary teacher and museum curator.

Employers want applicants with a sound general knowledge who can think critically and flexibly and communicate effectively, and Modern History provides these skills.

What does this course cost? - Booklet cost \$40 and excursion costs where relevant, cost for overseas excursions where relevant.

The **HSC History Extension Course (Year 12 only)** involves the study and evaluation of the ideas and processes used by historians to produce history. Students investigate Constructing History through Key Questions and a Case Study. Students design, undertake and communicate a personal historical inquiry. Students must have successfully completed the Preliminary Course and be currently studying an HSC course in either Modern or Ancient History to attempt the Extension course and must have good research skills and an independent approach to learning to be successful.

Music 1

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours studied:	240
Exclusions:	Music 2

What is this course about?

Students will study the concepts of music through learning experiences of performance, composition, musicology and aural within the context of styles, periods and genres.

How is this course taught?

There are a wide range of topic areas that can be studied. 3 will be studied in the preliminary course and another 3 in the HSC course.

For the HSC you will be able to choose your own topics.

For each topic the students will be asked to play an instrument or sing, compose and complete listening activities. In the HSC course, in addition to core studies in Performance, Composition, Musicology and Aural, students select 3 electives from any combination of Performance, Composition and Musicology. These three electives must represent each of the three topics studied in the course.

How is this course assessed? External Assessment:

Core performance (1 piece)

Aural Exam (45 minutes – 1 hour) Electives – three from any combination of:

Performance (one piece), Composition (One submitted composition with supporting portfolio), Musicology (one viva voce)

Internal Assessment:

Core Performance, Core Composition, Core Musicology, Core Aural and Electives 1, 2 and 3.

What should I be able to do at the end of this course?

- Perform at a high level of musicality and technique on their chosen instrument.
- Analyse and compare different musical styles
- Compose a piece in a variety of contemporary styles
- Demonstrate an understanding of the historic development of music of different styles.

Who should do this course?

A student who can already play an instrument or sing to a high standard and is looking to further extend their skills.

How will this subject help me in the future?

Music 1 provides many of the skills required in the Music industry. Students may progress into courses at TAFE or university with a good foundation of knowledge and practical skills.

What does this course cost? - \$40 per year and excursion costs where relevant

Photographic and Digital Imaging (PDI)

Category:	Board Developed
Number of Units:	2
ATAR:	No
Hours studied:	240
Exclusions:	Projects developed for the assessment in PDI are not to be used either in full or in part for assessment in any other subject.

What is this course about?

This course provides both practical (70%) and theoretical (30%) learning. It helps develop student awareness of the way's photography can be used to communicate ideas and feelings. Students gain opportunities to investigate traditional black and white photographic methods and explore contemporary developments in this field. It examines the use of Adobe Photoshop in the field of digital imaging, Adobe Premier Pro and Final Cut Pro for moving images as well.

How is this course taught?

The core includes the basics of using a camera, construction of photographs and darkroom practice. Students will cover a series of modules which are designed to build a point of view, developing their artistic practice beyond a simple approach of 'point and shoot'. They will examine special effects, manipulated and arranged images as well as the study of major photographers, movements and styles.

How is this course assessed?

The course is assessed through studio and darkroom practice, practical projects, photography journal, video practice, written tests and examinations.

Who should do this course?

Students with an interest in Photography, Video, Visual Arts and Digital Media.

How will this subject help me in the future?

Studies and careers within the Visual Arts including commercial, industrial and fashion photography. Photography in graphic arts, advertising and journalism, including cinematography and film stills photography.

The skills developed in this course could assist with selecting and presenting a portfolio for interviews at tertiary level.

What does this course cost? - \$75 per year and excursion costs where relevant

Students completing this course do not necessarily need to own a SLR camera, they can book and borrow a camera from the CAPA Department.

Physics

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws.

How is this course taught?

The subject has a Preliminary course and a HSC course. The courses are organised into 8 modules.

The **Preliminary** Course studies Kinematics, Dynamics, Waves and Thermodynamics, Electricity and Magnetism. This is a 120-hour course with 15 hours allocated to Depth studies within the mandatory indicative hours. The **HSC** course builds on the preliminary course. It includes the study of advanced Mechanics, Electromagnetism, The Nature of Light and From the Universe to the Atom. This is a 120-hour course with 15 hours allocated to Depth studies.

What are Depth Studies?

A depth study is a type of investigation/activity that a student completes individual or collaboratively to allow them to further develop one or more concepts inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. Requirements for Depth Studies:

- A minimum of 30 hours of in-class time is allocated in both Year 11 and Year 12.
- At least one depth study assessment task must be included in both Year 11 & Year 12.

Scientific investigations include both **practical investigations** and **secondary-sourced investigations**. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 15 hours of course time, including time allocated to practical investigations in depth studies.

How is the work assessed?

60% Skills in working scientifically

40% Knowledge and understanding of course content

Who should do this course?

Students who gain a Grade A to C in Year 10 Science course and have an interest in investigating the physical world.

Note: Consider combining this course with Biology, Chemistry, Investigating Science and Earth & Environmental Sciences if you are considering tertiary studies in Science.

What should I be able to do at the end of this course?

- Understand and critically evaluate basic concepts in modern Physics.
- Apply experimental skills in observation, manipulation, measurement and experimental design including fieldwork.
- Engage in solving equations based on models, make predictions, and analyse the interconnectedness of physical entities.

How will this subject help me in the future?

Career opportunities for students interested in architecture, optometry, meteorology, astronomy, chiropractic, aviation and space engineering, engineering and medicine.

What is the homework/study expectation for Physics?

Students are expected to undertake a minimum of 3 hours independent study and homework each week in Physics to keep up with the coursework.

What does this course cost? - \$20 subject contribution (materials and supplies practical required for stage 6 activities) Excursions where relevant. Students are responsible for cost of materials when completing depth studies.

Science Extension

Category:	Board Developed
Number of Units:	1
ATAR:	Yes
Exclusions:	None

Note: Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

Course Description

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Content

Year 12

The Year 12 course consists of four modules.

- Module 1 The Foundations of Scientific Thinking
- Module 2 The Scientific Research Proposal
- Module 3 The Data, Evidence and Decisions
- Module 4 The Scientific Research Report

Course Requirements

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results

What does this course cost? - No course fee but excursion costs where relevant.

Senior Geography

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

The **Preliminary course** is structured for students to investigate: The characteristics and spatial distribution of environments Social, cultural, political and economic challenges on a global scale Applying geographical methods to understanding natural processes and their management for sustainability.

It covers:

- Earth's natural systems
- People, patterns, and processes
- Human-environment interactions
- Geographical Investigation

The **HSC course** is structured for students to investigate:

- Global sustainability
- Rural and Urban places
- Ecosystems and global biodiversity

How is the work assessed?

Assessment tasks will include: researching, organising, and analysing information, geographical skills, geographical inquiry, essays, written and oral presentations and examinations.

Who should do this course?

Students who want to enhance their knowledge and understanding of the natural and human features of the world, especially investigating the human impacts across a range of dimensions. Students will analyse different interpretations and responses of the changing world in forms such as maps, graphs, fieldwork, geographical data, physical locations. Students who appreciate our responsibility for conserving and sustaining the world's natural and human features

What should I be able to do at the end of the course?

- Think critically
- Collect, analyse and organise information including geographical fieldwork
- Carry out a personalised geographical investigation of their choice
- Communicate ideas and information clearly in written, visual and oral forms
- Plan and organise activities and fieldwork
- Understand the influence of a changing world on the present and future
- Understand, value and respect different perspectives including intercultural, socioeconomic, religious, Indigenous viewpoints
- Frame questions to guide geographical inquiry
- Analyse and synthesise statistical information evidence from different types of geographical media to develop reasoned interpretations.

How will this subject help me in the future?

Geography provides students with knowledge, skills, practical experience and understanding that are a valuable foundation for a range of university courses, practical workplaces and other tertiary institutions. Some future career links include: demographer, urban planner, environmentalist, environmental risk management and sustainability, cartographer and map making, international aid worker, social worker, meteorologist, geographic information system (GIS) worker, education, teaching, project manager, landscape architect, disaster response and management, volcanologist, transport planner, natural resource management, climatology, geomorphologist, travel agent

What does this course cost? - Booklet cost \$40 and excursion costs where relevant, including city based and any interstate excursions to Queensland (Great Barrier Reef), Tasmania or the Northern Territory.

Society and Culture

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

A requirement of the course is that the research findings are presented for external assessment in Year 12, in the Personal Interest Project (PIP).

The Preliminary course covers:

The Social and Cultural World – the interaction between aspects of society and cultures

Personal and Social Identity – socialisation and the development of personal and social identity in individuals and groups in a variety of social and cultural settings.

Intercultural Communication – how people in different cultures interact and communicate.

The HSC course covers a core of Social and Cultural Continuity and Change – research and study of the nature, continuity and change of a selected country.

The Personal Interest Project – an individual research project is completed in this year.

Depth Studies - Two to be chosen from:

Popular Culture – the interconnection between individuals and popular culture
Belief Systems and Ideologies their role in societies, cultures and personal life
Social Inclusion and Exclusion.

Social Conformity and Non-conformity

How is the work assessed?

It is assessed through a variety of tasks including: research, written and oral presentations, examinations and group projects. A compulsory Personal Interest Project is undertaken in Year 12.

Who should do this course?

Any students who have an interest in people and human behaviour and a desire to understand others would enjoy this course. Students who like working with others to complete projects as well as those who enjoy the opportunity for individual research would also find this course interesting. Students who are wishing to complete tertiary studies will find the research skills taught in this course invaluable.

What should I be able to do at the end of the course?

Demonstrate an understanding of the knowledge, skills, values and attitudes essential to achieving social and cultural literacy via the examination of the interactions between persons, societies, cultures and environment across time.

Understand and utilise a range of research methodologies.

How will this subject help me in the future?

Society and Culture will benefit people seeking employment in teaching, nursing, childcare and business. Society and Culture would be particularly useful for jobs in areas such as: psychology, journalism, politics, media, public relations, hospitality, management, social work, education and social services.

What does this course cost? - Booklet cost \$40 and excursion costs where relevant.

Software Engineering

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours Studied:	240
Exclusions:	None

What is the course about?

The study of Software Engineering 11-12 enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs.

Preliminary course Structure and requirements: (120 hours)

The year 11 course focuses on fundamental elements involved in creating software.

Core Topics:

- Programming Fundamentals
- The Object-Oriented Paradigm
- Programming Mechatronics

HSC course and Structure and requirements: (120 hours)

The HSC course extend the students' skill in the development of software. A major software engineering project is part of the program and extends them with project management skills.

Core Topics:

- Secure Software Architecture
- Programming for the Web
- Software Automation
- Software Engineering Project

Who should do this course?

Software Engineering course is the ideal course for students who are logical thinkers and are interested to pursue further studies in the software development, data analysis, software engineering field at TAFE or university.

How is the work assessed?

Software Engineering is assessed using individual and group projects, class tests and examinations. The exams contain multiple choice, short answer and extended response questions.

What should I be able to do at the end of the course?

- develop a deeper understanding of fundamental concepts, programming language and innovative technologies.
- explore the impact of computer technologies on society and the environment.
- improve technical skills, social awareness, project management skills and thinking skills.

How will this subject help me in the future?

Software Engineering, when combined with further study can lead to careers in the Software developer, Data Scientist, Computer programmer, Information Security Analyst, Database Administrator, IT support, Web developer, Video game developer, System Analyst Project Manager, IT Consultant and many others.

What does this course cost? - Course fees applicable. Amount to be advised.

Sport Lifestyle and Recreation (SLR)

Category: Board Developed

Number of Units: 2

ATAR: No

Hours Studied: 240

Exclusions: Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers will ensure however, that the modules selected do not duplicate PDHPE modules.

What is the course about?

Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible and informed decision makers.

This course is practical based and encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

How is the course taught?

The course is largely practical based and involves learning through practice and experience. However, group work, class discussions, debates, keeping of logs, peer coaching and research also forms part of this course. Students have the potential to choose 6-12 of the following 15 modules to be studied over the two year course.

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications I
- Games and Sports Applications II
- Gymnastics
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sports
- Sports Administration
- Sports Coaching and Training
- Healthy Lifestyles

How is the work assessed?

A variety of assessments are used including practical, written work, digital and online tasks.

Who should do this course?

This course is designed for students who enjoy physical activity and would like to seek employment within the health and sports industry. It also provides students with regular opportunities to participate in physical activity.

What should I be able to do at the end of the course?

The SLR course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. It will facilitate an opportunity for students to:

- Develop an awareness of social and community values in the areas of sport, lifestyle and recreation.
- Understand the requirements for healthy living.
- Develop a deeper understanding of the interaction between society, sport, recreation and fitness. Identify how sport influences and affects various groups and sections of our society.
- Gain a greater understanding of physical and sporting potential.

How will this subject help me in the future?

This course would be of great benefit to anyone wishing to take up a career as a sports coach, personal trainer, sports administrator, professional athlete and other health and sport related vocations. The SLR course may also provide credit towards a variety of TAFE courses and may be beneficial to students wishing to study health related subjects at university. The course also provides opportunities to receive coaching certificates and other qualifications that may assist the students with future employment or vocational study.

What does this course cost? - \$40 per year and excursion/workshop and activities costs where relevant. Students are expected to come to school in full school uniform and then changing into PE uniform

Visual Arts

Category:	Board Developed
Number of Units:	2
ATAR:	Yes
Hours studied:	240
Exclusions:	Projects developed for assessment in Visual Arts are not to be used either in full or in part for assessment in any other subject.

What is the course about?

Visual Arts involves students immersing themselves in both Art Making and Art Writing, expressing their ideas while learning how other artists have created their art.

Students will examine the possibilities of art through the exploration of various media such as charcoal and graphite drawing, digital imaging with cameras and Adobe Photoshop, Painting with acrylic, oils and watercolour, printmaking and sculpture.

How is the course taught?

The Visual Arts class spend each lesson practising how to make, resolve and refine their Bodies of Work in a range of media. They also practise reading, researching and writing about artworks. Students are provided with practical experience in how to answer exam questions of different lengths and demands.

How is the work assessed?

The course is assessed through art studio practice, practical projects, visual arts journal, written tests and examinations.

Who should do this course?

Students who have an interest in Visual Arts, Photography and Digital Media; and are willing to explore new ways of expressing ideas in a visual form.

What should I be able to do at the end of the course?

- Present a sustained and highly resolved Body of Work that demonstrates your creativity.
- Use art materials with confidence, sensitivity and competence.
- Write about artworks, artists and art styles from different perspectives.

How will this subject help me in the future?

Studies within the Visual Arts field include: Architecture Fine Arts, Photography, Fashion Design, Graphic Design, Interior Design, Visual Design, Visual Communications, Visual Arts Teaching, Drama, Costume and Theatre Design and Industrial Design.

What does this course cost? - \$75 course fee per year and excursion costs where relevant together with additional expenses for the production of the Body of Work.

2025 Business Services Course Descriptor

BSB30120 Certificate III in Business

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

Course: Business Services

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business <https://training.gov.au/training/details/bsb30120>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 13 units of competency. To meet NESA course hours the program includes 14 units. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the business services industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$30

HSC - \$30

Refunds

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

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

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

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

2025 Hospitality Course Descriptor SIT20322
Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

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

Course (240 hour)

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$140 HSC - \$140

Additional one-off uniform cost of approximately \$40

Refunds

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

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

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

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

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

2025 Retail Services Course Descriptor SIR30216

Certificate III in Retail

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

Course: Retail Services

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year) Board Developed
Course (240 hour)

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the retail services industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$30

HSC - \$30

Refunds

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

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

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

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

VOCATIONAL EDUCATION AND TRAINING

PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

Vocational Education and Training (VET) Courses

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

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

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESAs. 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.

Eligibility for Stage 6 Languages Courses

To be eligible for a course, students are required to meet **all of the criteria** at the entry point to that course. For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language.

Courses	Target Candidature	Eligibility Criteria
Beginners	Students are learning the language as a second (or subsequent) language. Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5.	<ul style="list-style-type: none"> • Students have had no more than 100 hours' study of the language at the secondary level (or the equivalent). • Students have little or no previous knowledge of the language. For exchange students, a significant in- country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible.
Continuers		
Background Speakers (Language and Literature) e.g.: Chinese and Literature Korean and Literature	Students have a cultural and linguistic background in the language	

Proposed TVET COURSE OFFERINGS 2024



THE Northern Sydney Institute
Part of TAFE NSW

TVET COURSE	National Code	COLLEGE					ATAR	Work Placement
		Bradfield	Hornsby	Meadowbank	Ryde	St Leonards		
Applied Fashion Design and Technology	LMT21707	yes					no	no
Automotive – Vehicle Mechanical	AUR20716		yes				yes	yes
Business Services	BSB20115	yes	yes	yes			yes	yes
Community Dance, Theatre and Events	CUA30213	yes					no	no
Community Services - Introduction to Children's Services	CHC22015		yes	yes		yes	no	no
Community Services - Welfare	CHC32015	yes		yes			no	no
Construction Pathways	CPC20115		yes	yes			yes	yes
Design Fundamentals	CUA30715	yes	yes				no	no
Design Fundamentals – Fashion Design	CUA30715		yes				no	no
Electrotechnology – Career start	UEE22011		yes	yes			yes	yes
Entertainment Industry	CUA30413	yes					yes	yes
Financial Services – Accounts Administration	FNS30315		yes	yes		yes	yes	yes
Furniture Making	MSF20313		yes				no	no
Hair and Beauty Service – Retail Cosmetics	SHB20116			yes		yes	no	no
Hair and Beauty Service – Salon Assistant	SHB20216			yes		yes	no	yes
Hospitality (Kitchen Operations)	SIT20416			yes			yes	yes
Hospitality - Food & Beverage	SIT20316				Yes		yes	yes
Human Services - Health Services Assistance	HLT33115			yes		yes	yes	yes
Information & Digital Technology – Digital Animation	ICT30115		yes				yes	Yes
Information & Digital Technology – Digital Animation/Games Development	ICT30115					yes	yes	yes
Information & Digital Technology –Web & software applications	ICT30115		yes				yes	yes
Information & Digital Technology – Networking & Hardware	ICT30115			yes			yes	yes
Metal and Engineering	MEM10105			yes			yes	
Music Industry – Introduction	CUA30915	yes					no	no
Plumbing	CPC32413			yes		yes	no	no
Primary Industries (Horticulture)	AHC20416				Yes		yes	yes
Property Services (Agency)	CPP30211			yes			no	no
Screen & Media - Animation	CUA31015					yes	no	no
Screen & Media - Film and Radio	CUA31015	yes					no	no
Screen & Media - Film and Television	CUA31015					yes	no	no
Screen & Media – Creative Industries	CUA20215			yes			no	no
Skills for Work and Vocational Pathways – Business and Retail	FSK20113		yes				no	no
Skills for Work and Vocational Pathways – Horticulture	FSK20113				Yes		no	no
Skills for Work and Vocational Pathways – Hospitality	FSK20113			yes			no	no
Sport Fitness & Recreation	SIS20115			yes			no	yes
Tourism, Travel and Events (Events)	SIT30516		yes		yes		yes	yes
Tourism, Travel and Events (Tourism)	SIT30116		yes		yes		yes	yes
Visual Arts and Contemporary Crafts - Photography	CUA31115	yes	yes	yes			no	no

TAFE delivered Vocational Education & Training (TVET) courses allow students to undertake units that contribute to their Preliminary and HSC pattern of study in years 11 and 12 and provide an introduction to learning in a tertiary environment.

Completion of a course leads to recognition in further studies at TAFE in related courses. In some course's students are able to obtain a TAFE qualification, TAFE Statement of Attainment, Certificate Level I, II, or III.

TVET courses in Industry Curriculum Frameworks (ICFs) are eligible for inclusion in the calculation of a student's ATAR. These courses are classified as Category B courses.

All **TAFE** colleges offer many non-academic services that **TVET** students may access. These include Student Association, Counselling, Employment & Career advice. All TAFE Teachers are highly trained and have recent industry experience.

There are specialist Design courses available at Enmore TAFE (see Careers Office for details)

To apply for a TAFE course, you will need to pick up a separate application form from the Careers Office.

Courses will run subject to sufficient numbers and resources.

Proposed TAFE Courses - TBC

Courses	TAFE NSW Qualification
Big Data	Certificate III in Business with a focus on Big Data elective units
Entrepreneurship	Certificate III in Business with a focus on Entrepreneurship elective units
Cyber Security	Certificate III in Information Technology with a focus on Cyber Security elective units
Game Design	Certificate III in Information Technology with a focus on game development elective units
Real Estate	Statement of Attainment in Real Estate + Certification III in Business
Social Media	Certificate III in Retail with a focus on Social Media elective units
Allied Health Assistant	Certificate III in Allied Health Assistance
Robotics	Certificate II in Electrotechnology
Construction and Virtual Design	Certificate II in Construction pathways
Conservation and Ecosystems Management	Certificate II in Conservation and Ecosystems Management
Accounting	Certificate III in Accounts Administration
Cloud Computing	Certificate III in Information Technology with a focus on Cloud infrastructure elective units
Web Design and Development	Certificate III in Information Technology (Web Design & Development)
Business Operations	Certificate III in Business (Business Administration)
Digital Supply Chain Operations	Certificate III in Retail with a focus on Supply Chain elective units
Events and Virtual Experiences	Certificate III in Events
Horticulture Production	Certificate II in Horticulture
Automotive Technology	Certificate II in Automotive Vocational Preparation
Care in Ageing	Certificate III in Individual Support
Health Administration	Certificate III in Business (Medical Administration)

School Based Apprenticeships and Traineeships (SBAT)

How does it work?

A School Based Apprentice will...

- Complete Stage I of a Certificate III trade qualification by the end of the HSC year
- Complete a minimum of 100 days of paid work over two years as an SBA
- Attend training each week with TAFE or another training provider

A School based Trainee will...

- Complete a Certificate II or III qualification by the end of the HSC year
- Complete a minimum of 100 days of paid work over two years
- Attend training each week with school, TAFE or other training provider

You will...

- have a part time job, learn while you earn and meet new people

and...

- get a nationally recognised qualification with no Commonwealth debt
- gain credit for your HSC – for both the work and the course
- improve your employment prospects when you finish your HSC

What are the benefits?

- Combine HSC studies with Vocational training
- Gain valuable work skills and experience
- Earn an income while you learn
- May finish apprenticeship up to 1 year earlier
- Receive nationally recognised Vocational and Technical qualification
- Have a pathway to further studies

What is a training contract?

The student, parent (if the student is under 18), school, employer and TAFE sign a contract, which is a binding agreement for a nominal duration that sets out the responsibilities and obligations of each party.

What is provided?

Whilst at school the SBA SBT will be provided with necessary equipment such as textbooks, workbooks, safety equipment, tools and uniforms required for the training.

Comparing SBA with SBT

	School Based Apprenticeship	School Based Traineeship
Training Contract	Generally, 5 years – 2 years part-time followed by 3 years full-time post HSC	Minimum of 18 months
Paid Employment	Minimum 100 – 180 days paid employment by end of year of HSC completion	Minimum 100 – 180 days paid employment by end of year of HSC completion
Qualification	Certificate III or IV	Certificate II or III

For more information talk with your Careers Adviser and visit www.sbatinnsw.info

Saturday School of Community Language Centres

Language (SSCL) Courses available

The SSCL has 14 centres based in Sydney high schools. Years 11 and 12 classes run for three hours, and Year 12 Extension classes for four hours. Unless otherwise advised, classes start at 8.30 am. See letters of confirmation of enrolment for variations.

LANGUAGES	YEARS	CENTRES
Arabic	Years 7-10	Arthur Phillip, Birrong Girls, Liverpool Boys, Smiths Hill
	Years 11-12	Arthur Phillip, Birrong Girls, Liverpool Boys, Kogarah, Smiths Hill
	Year 12 Extension	Arthur Phillip, Birrong Girls, Liverpool Boys, Smiths Hill
Armenian	Years 7-12	Chatswood
Bengali (Bangla)	Years 7-10	Liverpool Girls
Bosnian	Years 7-10	Liverpool Girls
Chinese	Years 7-10	Ashfield, Birrong Boys, Chatswood, Kogarah, Merewether, Smiths Hill, The Hills
	Years 11&12 Chinese in Context	Birrong Boys, Chatswood, Kogarah, Smiths Hill, Strathfield Girls
	Years 11 & 12 Chinese & Literature	Birrong Boys, Kogarah, Strathfield Girls, The Hills
Croatian	Years 7-12	Liverpool Boys
Filipino	Years 11-12	Bankstown Girls
Hindi	Years 7-12	The Hills
Hungarian	Years 7-12	Bankstown Girls
Italian	Years 7-12 & Extension	Strathfield Girls
Japanese	Years 11&12 Japanese in Context	Chatswood
	Years 11 & 12 Japanese and Literature	Chatswood
Khmer	Years 7-12	Liverpool Girls
Korean	Years 7-10	Strathfield Girls, The Hills
	Years 11&12 Korean in Context	Chatswood, Strathfield Girls, The Hills
	Years 11&12 Korean and Literature	Chatswood, Strathfield Girls
Macedonian	Years 7-12	Bankstown Girls, Kogarah, Smiths Hill
Maltese	Years 7-10	The Hills
Modern Greek	Years 7-10	Ashfield, Kogarah, The Hills
	Years 11-12 & Extension	Ashfield, Kogarah, The Hills
Persian	Years 11&12	Arthur Phillip
Polish	Years 7-12	Ashfield, Chatswood, Liverpool Girls
Portuguese	Years 7-12	NSW School of Languages (Petersham)
Punjabi	Years 7-12	The Hills
Russian	Years 7-12	Chatswood
Serbian	Years 7-12	Liverpool Girls, Smiths Hill
Spanish	Years 7-12 & Extension	Ashfield, Chatswood, Kogarah, Liverpool Girls, The Hills
Tamil	Years 7-11	Liverpool Girls
Turkish	Years 7-12	Arthur Phillip, NSW School of Languages (Petersham)
Vietnamese	Years 7-19	Birrong Boys
	Years 11&12	Birrong Boys, Liverpool Boys, NSW School of Languages (Petersham)

What are the benefits?

Studying the language you speak at home:

- helps students maintain rewarding relationships with their parents/caregivers, grandparents, relatives and other community members
- promotes in students a sense of cultural identity, resulting in heightened self-confidence and self-esteem
- provides an opportunity for students to develop high levels of skill in the language they speak at home
- improves students' performance across the curriculum
- places students in a better position to take advantage of employment opportunities

Eligibility

Students are eligible to enrol if the language requested is **their background community language** and the language is **not available in their home school**.

Enrolment forms will be in the school in Term 4 and will be available from Ms Lee in the CAPA/LOTE staffroom.

Classes will commence in February 2024.

Other Languages can be studied with NSW School of Languages (formerly Open High School). For more information see Ms Lee



YEAR 11 SUBJECT SELECTION FORM

THIS PAGE IS FOR YOU TO WORK OUT THE SUBJECTS YOU WISH TO SELECT ONLINE
DO NOT HAND THIS PAGE IN

EXAMPLE COPY EXAMPLE COPY EXAMPLE COPY

Student name: _____

Notes: _____

Submitted date: _____

Main units

Main Units	Subject	Units
English		

Total units:

Reserve units

Reserve Units	Subject	Units

Total units:

