



**marsden**  
high school



STAGE

**6**

# HSC COURSE SELECTION GUIDE

YEAR 11 2021



# SENIOR SCHOOLING 2020 and 2021

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.

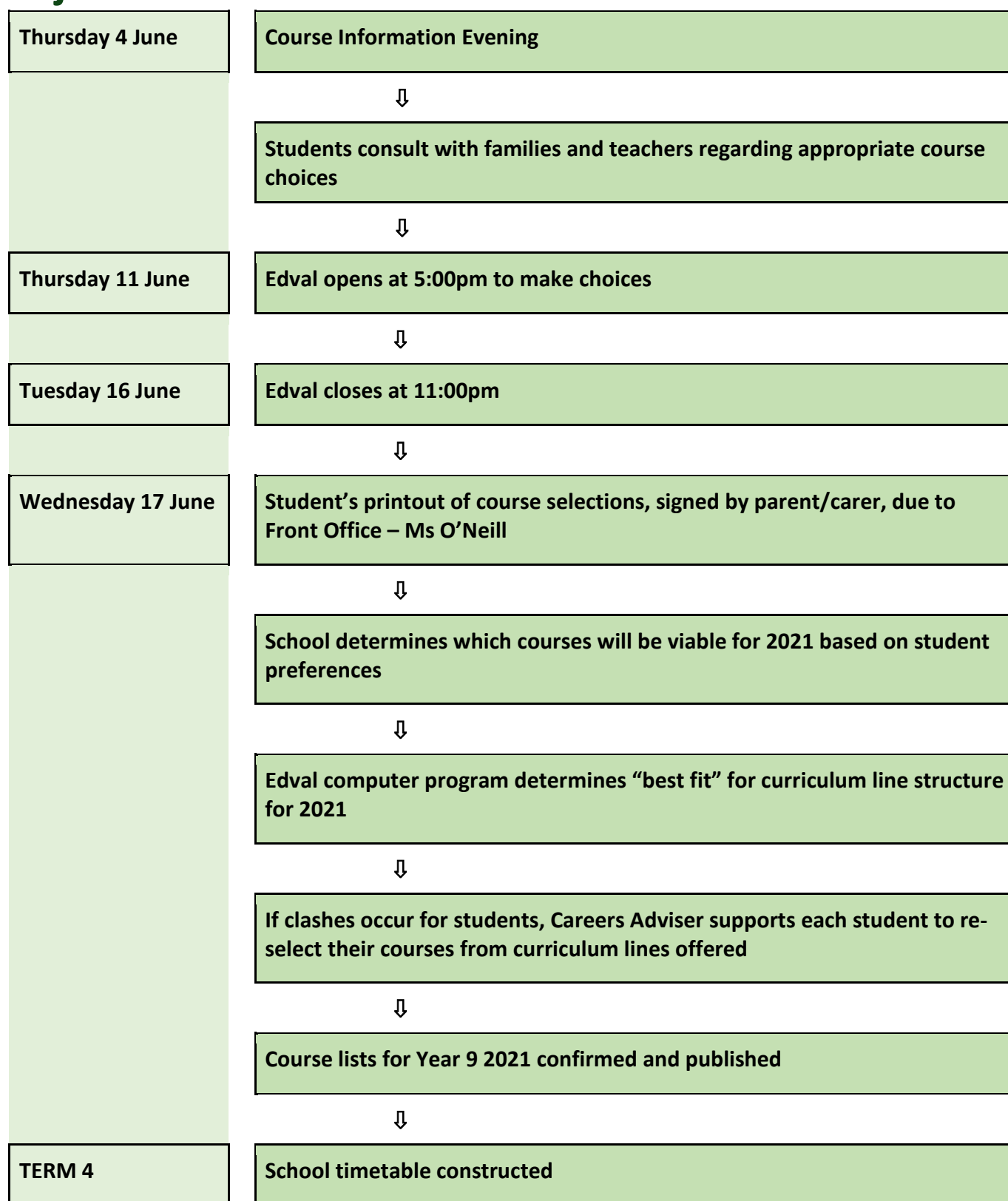
To assist you with making wise and informed choices about your pattern of study, students will be interviewed by the Careers Advisers, Head Teacher Teaching and Learning and Head Teacher Stage 4 in Week 8, Term 2.

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.

Lance Berry  
Principal  
2020

# Subject Selection Procedures 2020 Timeline

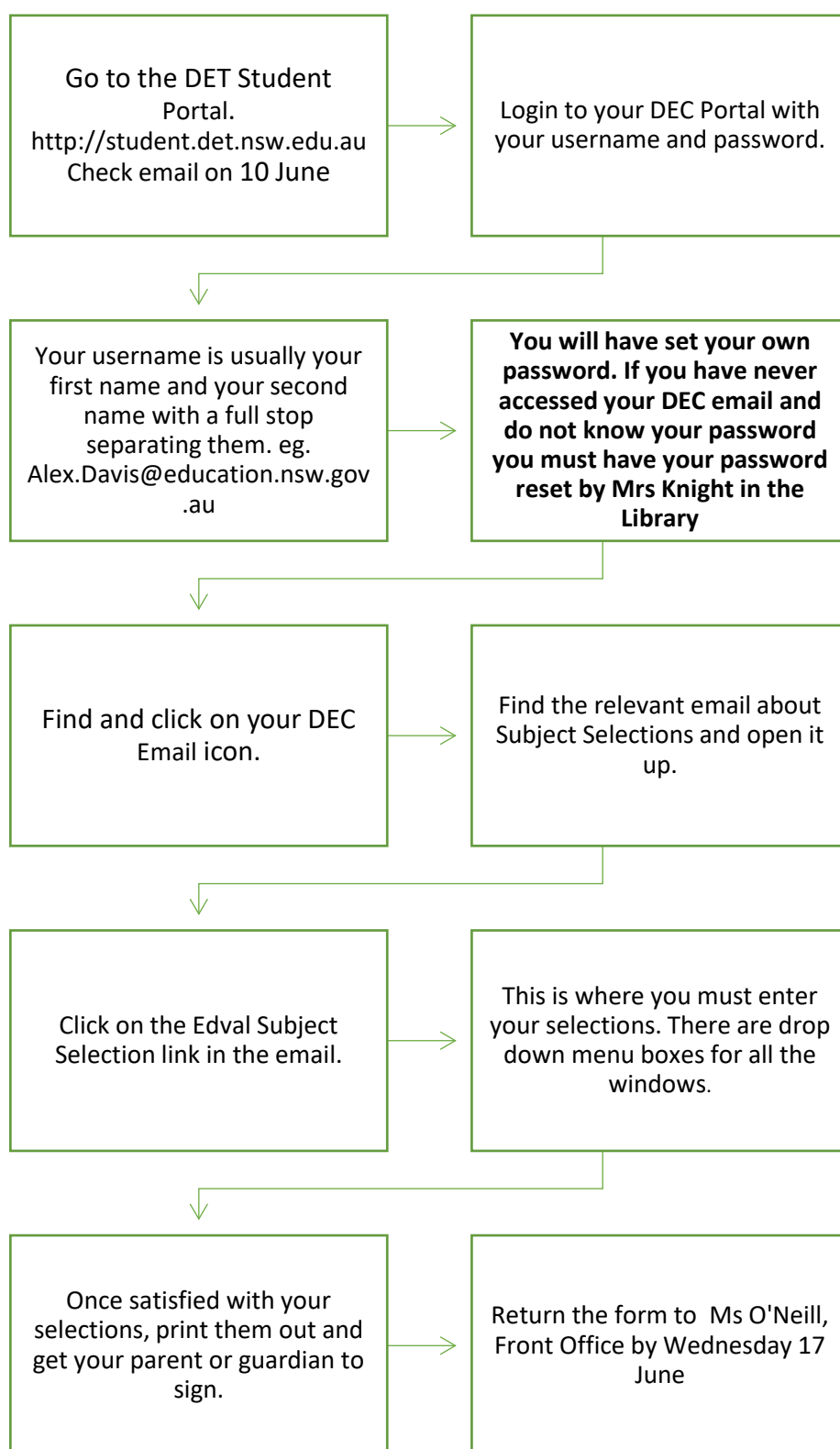


Select subjects carefully as most subjects extend over 2 years and changing course can be difficult and sometimes not possible.

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



Refer to Subject Selection Website for more detail.

# How to Register your Subject Choices

An email will be sent to the student DEC email address (student.nsw.edu.au) like the one below.

Dear Year 10 student,

Please follow the steps below to submit your subject selections for 2021.

STEP 1: Click: <https://spring.edval.education>

STEP 2: Enter the following web-code: \_\_\_\_\_

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 close at 11:00 pm on Tuesday 16 June 2020.

Remember to print your Subject Selection Form and return it to  
Ms O'Neill in the Front Office by Wednesday 17 June, 2020.

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# 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 (see page 14 for more information)  
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 2020)**

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**

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.

From 2020 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 2019 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 2019.

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>

# Category A and Category B courses

Board Developed Courses are divided by the Universities Admissions Centre (UAC) into Category A and Category B. In the calculation of the ATAR, only ONE Category B course will be counted. Category A courses are thought to be more academically rigorous. See page 14 for the list of courses.

# 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. See pages 82 - 84 for details.

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). See Page 9.

## 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. All Board Developed Courses have a Category A or Category B rating except for English Studies.

- Exceptions - VET courses (page 10) have an optional HSC exam
  - English Studies has no HSC exam

## 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 12. 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 UAC Guide 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 students statewide 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).

**See the pages 81 and 82 of this book for the full list of TVET courses offered.**

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](http://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	Category
Ancient History	2	Yes	A
Biology	2	Yes	A
Business Studies	2	Yes	A
Chemistry	2	Yes	A
Chinese and Literature	2	Yes	A
Community and Family Studies	2	Yes	A
Dance	2	Yes	A
Design and Technology	2	Yes	A
Drama	2	Yes	A
English Advanced	2	Yes	A
English Standard	2	Yes	A
English Studies	2	TBC	B
English EAL/D	2	Yes	A
English Extension	1 + 1	Yes	A
Earth and Environmental Science	2	Yes	A
Film Studies	2	No	-
Food Technology	2	Yes	A
Industrial Technology – Multimedia	2	Yes	A
Industrial Technology Timber Products and Furniture Technologies	2	Yes	A
Information Processes and Technology	2	Yes	A
Investigating Science	2	Yes	A
Japanese Beginners	2	Yes	A
Korean Beginners	2	Yes	A
Korean Continuers	2	Yes	A
Legal Studies	2	Yes	A
Marine Studies	1	No	-
Mathematics Standard 1 & 2	2	Yes or No	A or B
Mathematics Advanced	2	Yes	A
Mathematics - Ext 1 (Yr 11), Ext 2 (Yr 12)	1 + 1	Yes	A
Modern History	2	Yes	A
Music 1	2	Yes	A
PD/Health/PE	2	Yes	A
Photographic and Digital Imaging	2	No	-
Physics	2	Yes	A
Science Extension	1	Yes	A
Senior Geography	2	Yes	A
Society and Culture	2	Yes	A
Software Design and Development	2	Yes	A
Sport Lifestyle and Recreation	2	No	-
Studies of Religion1 & 2 Unit	2	Yes	A
Textiles and Design	2	Yes	A
VET Assistance Dance Teaching			
VET Business Services	2	Yes or No	B
VET Construction Pathways	2	Yes	B
VET Entertainment Industry	2	Yes	B
VET Hospitality – Food and Beverage	2	Yes or No	B
VET Hospitality – Kitchen Operations			
VET Retail Services	2	Yes or No	B
VET Sport Coaching	2	Yes	B
Visual Arts	2	Yes	A
Work Studies	1	No	-
TAFE VET (TVET) courses	2	Yes or No	B/-
Saturday School of Community Languages	2	Yes	A

# 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	No fee	Excursions where relevant
Biology	No fee	May cost a charge for an e-book/workbook
Business Studies	No fee	Excursions where relevant
Chemistry	No fee	May cost a charge for an e-book/workbook
Chinese and Literature	No fee	Chinese/English dictionary is recommended
Community and Family Studies	No fee	Excursions where relevant
Dance	\$50 in Year 11 & 12	Excursions where relevant including workshops
Design and Technology	\$50	Students are responsible for cost of materials to manufacture their Major Design Project
Drama	\$40	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	No fee	May cost a charge for an e-book/workbook
Film Studies	No fee	Excursions where relevant
Food Technology	\$80 in Year 11 & 12	Excursions where relevant
Industrial Technology – Multimedia	No fee	
Industrial Technology Timber Products and Furniture Technologies	\$50	Students are responsible for cost of materials to manufacture their Major Design Project
Information Processes and Technology	\$60	
Investigating Science	No fee	May cost a charge for an e-book/workbook
Japanese Beginners	No fee	Workbook required with the course book. Japanese dictionary is recommended
Korean Beginners	No fee	Workbook required with the course book. Korean dictionary is recommended
Korean Continuers	No fee	Workbook required with the course book. Korean dictionary is recommended

Legal Studies	No fee	Excursions where relevant
Marine Studies	\$20	Excursions where relevant
Mathematics Standard 1 & 2	No fee	
Mathematics Advanced	No fee	
Mathematics - Ext 1 (Yr 11), Ext 2 (Yr 12)	No fee	
Modern History	No fee	Excursions where relevant
Music 1	\$40 in Yr 11 & \$20 Yr 12	
PD/Health/PE	\$100 Yr 11	Excursions and First Aid course where relevant
Photographic and Digital Imaging	\$75	Excursions where relevant
Physics	No fee	May cost a charge for an e-book/workbook
Science Extension	No fee	May cost a charge for an e-book/workbook
Senior Geography	No fee	Excursions where relevant including interstate excursions
Society and Culture	No fee	Excursions where relevant
Software Design and Development	\$60 Yr 11 & Yr 12	
Sport Lifestyle and Recreation	\$40 in Yr 11 & Yr 12	Excursions, workshops and activities where relevant
Studies of Religion	No fee	Excursions where relevant
Textiles and Design	\$50	Students are responsible for cost of materials to manufacture their Major Design Project
Visual Arts	\$75	Excursions where relevant. Students are responsible for cost of materials for the production of the Body of Work
Work Studies	\$50	\$50 for Barista Coffee Course and excursions where relevant
VET Assistant Dance Teaching		
VET Business Services	No fee	
VET Construction Pathways	\$60 in Yr 11 & Yr 12	Students are responsible for any Personal Protective Equipment required eg steel capped boots, safety hare hat, safety glasses or ear muffs
VET Entertainment Industry	No fee	
VET Hospitality – Food and Beverage	\$90 in Yr 11 & Yr 12	Students as required to purchase equipment and uniform
VET Hospitality – Kitchen Operations	No fee	
VET Retail Services	No fee	
VET Sport Coaching	No fee	

# English Advanced

2 units Year 11 and 2 units Year 12

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

240

Exclusions:

English Standard, English EAL/D, English Studies

## What is the course about?

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

### The Year 11 Course Content:

- Common Module: Reading to Write (40 hours)
- Module A: Narratives that Shape our World (40 hours)
- Module B: Critical Study of Literature (40 hours)

### The Year 12 Course Content:

- Common Module: Texts and Human Experiences (30 hours)
- Module A: Textual Conversations (30 hours)
- Module B: Critical Study of Literature (30 hours)
- Module C: The Craft of Writing (30 hours – may be studied concurrently with the Common Module and Modules A and B)

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.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

## How is this work assessed?

Internal Assessment (Assessments, examinations and a multimodal presentation that address areas of viewing and representing, listening, speaking, reading and writing):

- Knowledge and understanding of course content 50%
- Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%

External Assessment:

- To be advised – examination specifications are currently being finalised by NESA

## How will this subject help me in the future?

Communication is the most basic requirement in modern Australian society in any field of study, employment or life. This is why English is the only subject that is compulsory to study for the HSC.

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

2 units Year 11 and 2 units Year 12

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

240

Exclusions:

English Advanced, English EAL/D, English Studies, English Extension 1 & 2

## What is this course about?

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

The Year 11 Course Content:

- Common Module - Reading to Write: Transition to Senior English (40 hours)
- Module A: Contemporary Possibilities (40 hours)
- Module B: Close Study of Literature (40 hours)

The Year 12 Course Content:

- Common Module - Texts and Human Experiences (30 hours)
- Module A: Language, Identity and Culture (30 hours)
- Module B: Close Study of Literature (30 hours)
- Module C: The Craft of Writing (30 hours – may be studied concurrently with the Common Module and Modules A and B)

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.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

## How is this work assessed?

Internal Assessment (Assessments, examinations and a multimodal presentation that address areas of viewing and representing, listening, speaking, reading and writing):

- Knowledge and understanding of course content 50%
- Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%

External Assessment:

- To be advised – examination specifications are currently being finalised by NESA

## How will this subject help me in the future?

Communication is the most basic requirement in modern Australian society in any field of study, employment or life. This is why English is the only subject that is compulsory to study for the HSC.

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

2 units Year 11 and 2 units Year 12

Board Developed Course

ATAR: Yes (Optional)      Category B

Hours Studied:      240

Exclusions:      English Advanced, English Standard, English EAL/D, English Extension 1 & 2.

## What is this course about?

**English Studies** is designed for students who wish to refine their skills and knowledge of 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, as the focus is on every day and workplace texts.

The Year 11 Course Content:

- Mandatory Module – Achieving through English: English in education, work and community (30-40 hours)
- An additional 2–4 Modules (20-30 hours each)

The Year 12 Course Content:

- Mandatory common Module: Texts and Human Experiences (30 hours)
- An additional 2–4 Modules (20-45 hours each)

Across Stage 6 (Year 11 and 12) the selection of texts will give students experiences of:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- 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, examinations and a multimodal presentation that address areas of viewing and representing, listening, speaking, reading and writing):

- Knowledge and understanding of course content 50%
- Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively 50%

External Assessment:

- To be advised – examination specifications are currently being finalised by NESA
- Please note – English Studies external examination is **OPTIONAL**, and if completed, **may** contribute to the awarding of an ATAR

## How will this subject help me in the future?

Communication is the most basic requirement in modern Australian society in any field of study, employment or life. This is why English is the only subject that is compulsory to study for the HSC.

The course provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English. 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

2 units Year 11 and 2 units Year 12

Board Developed Course

ATAR: Yes                      Category A

Hours Studied:              240

Exclusions:                  English Advanced, English Standard, English Studies, English Extension 1 & 2.

Eligibility Rules:            For students who have been educated in English for five years or less. Please consult your English teacher.

## What is this course about?

**English EAL/D** (English as an additional language and 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, to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

### The Year 11 Course Content:

- Module A: Language and Texts in Context (30 – 40 hours)
- Module B: Close Study of Text (30 – 40 hours)
- Module C: Texts and Society (30 – 40 hours)
- Optional teacher-developed Module (up to 30 hours)

### The Year 12 Course Content:

- Module A: Texts and Human Experiences (30 hours)
- Module B: Language, Identity and Culture (30 hours)
- Module C: Close Study of Text (30 hours)
- Focus on Writing (studied concurrently with the above Modules) (30 hours)

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
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

## How is the work assessed?

Internal Assessment (Assessments, examinations and a multimodal presentation that address areas of viewing and representing, listening, speaking, reading and writing):

- Knowledge and understanding of course content 50%
- Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%

External Assessment:

- To be advised – examination specifications are currently being finalised by NESA

## How will this subject help me in the future?

Communication is the most basic requirement in modern Australian society in any field of study, employment or life. This is why English is the only subject that is compulsory to study for the HSC. 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 Courses

1 unit Year 11 1 unit Year 12 or 2 Units Year 12

Board Developed Course

ATAR: Yes Category A

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 HSC English Extension 1

Year 11 English Extension 1 is a prerequisite for HSC English Extension 2 which must be studied concurrently with HSC English Extension 1

## What is the course about?

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

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

- Module: Texts, Culture and Value (40 hours)
- Related research project (20 hours)

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

- Common Module: Literary Worlds with ONE elective option (60 hours)

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

- The Composition Process, Major Work, Reflection Statement and The Major Work Journal (60 hours)

Across Stage 6 (Year 11 and 12) the selection of texts should give students experience of:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

## How is the work assessed?

### Extension 1

Internal Assessment:

- Knowledge and understanding of complex texts and of how and why they are valued 50%
- Skills in complex analysis, sustained composition and independent investigation 50%

External Assessment:

- To be advised – examination specifications are currently being finalised by NESA

### Extension 2

Internal Assessment:

- Skills in extensive independent research 50%
- Skills in sustained composition 50%

External Assessment:

- To be advised – examination specifications are currently being finalised by NESA

## How will this subject help me in the future?

Communication is the most basic requirement in modern Australian society in any field of study, employment or life. This is why English is the only subject that is compulsory to study for the HSC.

Students who study the **English Extension** courses will be well equipped for further study of English literature and related disciplines at university. Students may also wish to pursue a career as a writer, journalist, poet or playwright.

## 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

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

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
- Historical Investigation

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 produce, lawyer, criminologist.

## What does this course cost?

No subject fees, but excursions where relevant, including any overseas excursions to Italy, Turkey, Belgium, France, United Kingdom.

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

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

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. The courses are organised into 8 modules.

The **Preliminary** course studies Cells as the Basic of Life, Organisation of Living Things, Biological Diversity and Ecosystem Dynamics. This is a 120 hours' course with 15 hours allocated to Depth studies within the mandatory indicative hours. One fieldwork exercise must 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 hours' course with 15 hours allocated to Depth studies within the mandatory indicative hours.

## What are Depth Studies?

A depth study is any type of investigation/activity that a student completes individual or collaboratively that allows the further development of one or more concepts found within or 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 must be included in both Year 11 & Year 12.
- The two Working Scientifically outcomes of Questioning and Predicting and Communication must be addressed in both Year 11 and Year 12.
- A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and understanding outcome, are to be addressed in all depth studies.

**Scientific investigations** include both **practical investigations** and **secondary-sourced investigations**. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

## How is the work assessed?

60% Skills in working scientifically

40% Knowledge and understanding of course content

## Who should do this course?

- gain a Grade A to C in Year 10 Science course
- have a 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 does this course cost?

It may cost a charge for an e-book/workbook

# Business Studies

2 units in Preliminary and HSC Courses

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

120 in Preliminary Course 120 in HSC Course

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 new syllabus
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?*' in to an Internet search engine.

## What does this course cost?

Nil subject fees plus the cost of any excursions

# Chemistry

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

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 8 modules.

The **Preliminary** Course studies Properties and Structure of Matter, Introduction to Quantitative Chemistry, Reactive Chemistry and Drivers of Reactions. This is a 120 hours' 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 Equilibrium and Acid Reactions, Acid/base Reactions, Organic Chemistry and Applying Chemical Ideas. This is a 120 hours' course with 15 hours allocated to Depth studies within the mandatory indicative hours.

## What are Depth Studies?

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or 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 must be included in both Year 11 and Year 12.
- The two Working Scientifically outcomes of Questioning and Predicting and Communicating must be addressed in both Year 11 and Year 12.
- A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and understanding outcome, are to be addressed in all depth studies.

**Scientific investigations** include both **practical investigations** and **secondary-sourced investigations**. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

## 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 an 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 experimental 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 does this course cost?

It may cost a charge for an e-book/workbook.



# Chinese and Literature

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

240

Exclusions:

Chinese Beginners, Chinese Continuers, Chinese Extension, Chinese in Context

## Preknowledge

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 subject fees. A Chinese-English dictionary is recommended.

# Community and Family Studies

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

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 subject fees, but excursions where relevant.

# Dance

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

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?

Dance subject fees include \$50 in Year 11 & Year 12 plus additional costs for compulsory excursions including workshops where applicable.

# Design and Technology

2 Units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

240

**Exclusions:** Projects developed for assessment in Industrial 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. Students will be responsible for the cost of materials to manufacture their Major Design Project and documentation, as required for the HSC.

# Drama

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

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?

Subject fees of \$40 per year and excursions where relevant.

# Earth and Environmental Science

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes                      Category A

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 hours' 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 hours' 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 any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or 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 must be included in both Year 11 and Year 12.
- The two Working Scientifically outcomes of Questioning and Predicting and Communicating must be addressed in both Year 11 and Year 12.
- A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and understanding outcome, are to be addressed in all depth studies.

**Scientific investigations** include both **practical investigations** and **secondary-sourced investigations**. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

## 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 an 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 does this course cost?

It may cost a charge for an e-book/workbook.

# Film Studies

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: No

Hours Studied: 240

## Rationale:

Film Studies at Marsden High School offers students new ways to communicate their ideas, experiences and perceptions of the world through electronic technologies.

These technologies are an important means of understanding, constructing, appreciating and communicating social and cultural values of the past, present and imaging the future.

Filmmaking is a collaborative art form that involves the creative interaction of individuals using a range of artistic, technical and literacy skills.

The technical and critical study in this course involves the making and appreciation of film. It offers students the extensive knowledge, skills and appreciation required to pursue a career in film making as further study after their HSC.

## Who is this course designed for?

Those who seek the glory of the silver screen. The magic of tinseltown. Pressing your hands into the cement outside Hollywood's Chinese Theatre. Alright, so that may be romanticising it a little, but there's a reason why film has become one of the defining art forms of our generation, and created so many iconic images in pop culture. The focus of film studies is broad, it will involve collaborative hands-on production, as well as cinematic theory. Hollywood will probably feature, but if the Transformers franchise is your idea of high art, then maybe you should think again about studying film, as you'll be plunged into the depths of world cinema and the art of the auteurs.

Some of the topics covered will include:

- The Set-up: Pre-Production
- Lights, Camera, ACTION!: Production
- The Final Cut: Post-Production
- Creating Narrative in Film Genre
- The Art of Persuasion: Ads and Docos
- Sound and Vision: The Music Video
- The Auteur: The Role of the Director

## How will film studies help me in the future?

Communication and collaborative skills gained during this course would be invaluable to any career, but film studies would also be an important learning area for anyone interested in Arts management, script or screenwriting, broadcasting or post-production, film or cultural criticism, film librarian/archivist, editorial assistant, film directing, journalism, marketing and public relations, television/film/video producer, digital media specialist.

# Food Technology

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

240

Exclusions:

Duplication of module content with other syllabuses that students are studying should be avoided, eg Family and Community Studies, Exploring Early Childhood.

## What is the course about?

Food Technology gives students the opportunity to develop skills relating to food that are relevant and transferable to other settings. The syllabus is inclusive of the needs, interests and aspirations of both girls and boys and provides a challenge for students with all abilities to deal with food products and systems.

## Preliminary Course:

Food Availability and Selection,  
Food Quality  
Nutrition

## HSC Course:

The Australian Food Industry,  
Food Manufacture,  
Food Product Development,  
Contemporary – Nutrition Issues.

## How is the course taught?

The Food Technology course helps students to develop skills which 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. It is mandatory that students undertake practical activities in this course.

## How is the work assessed?

**School Internal Assessment:** Students will complete several Assessment tasks as well as Half Yearly and Trial Examinations.

**External Assessment:** The HSC Course consists of an external 3 hour written

## Who should do this course?

Students who enjoy the challenge of exploring new and creative ways to use food products. Career options are available in the following industries: catering, food and beverage, the processed food, quality assurance and development, nutrition and diet.

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

- Make responsible decisions regarding food choices
- Research and analyse information
- Experiment with, communicate, evaluate and manage resources.

## How will this subject help me in the future?

This course will provide you with the knowledge, skills and attitudes to contribute positively to your own pathways to employment or further education at TAFE or university. The study of Food Technology will give you credit transfer in some certificate and diploma courses at TAFE. Career options might include dietician, food technologist, teacher, social worker, winemaker, biochemist, waiter, chef, nanny, caterer, child care worker and nutritionist.

## What does this course cost?

Subject fees of \$80 in Year 11 and \$80 in Year 12. Excursions where relevant.



# Industrial Technology: Multimedia

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

240

Exclusions:

Some Industry Focus areas, Board Developed with similar VET, Curriculum Framework streams and Content Endorsed Courses.

## Course Description:

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies Multimedia Technologies; Timber Products and Furniture Technologies.

## Main Topics Covered:

### Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

### HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%)
- Major Project (60%)
- Design, Management and Communication – Production
- Industry Specific Content and Production (25%)

## Particular Course Requirements:

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area industry.

# Industrial Technology: Timber Products and Furniture Technologies

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

240

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 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.

## What does this course cost?

\$50 course fee. Students will be responsible for the cost of materials to manufacture their Major Design Project as required for the HSC.

# Information Processes and Technology (IPT)

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

240

Exclusions:

Computing Applications CEC

## What is the course about?

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

This course can be studied together with the other Computing courses, Software Design and Development, and VET Information Technology (external).

### Preliminary Course

- Introduction to Information Skills and Systems
- Tools for Information Processes
- Developing Information Systems

### HSC Course

- Project Management
- Information Systems and Databases
- Communication Systems
- Option Strands – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.

## How is the course taught?

Students are taught the Microsoft Office suite of software and practical skills necessary to produce a number of information projects. The understandings of how to design, implement, maintain and use a system are built upon to fully appreciate the steps and techniques used when designing computer-based solutions for real world situations. Tasks will be completed and assessed in class time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities

## How is the work assessed?

Practical work will be assessed according to quality of the solution, analytical skills, data integrity and presentation. Theory will be assessed using written tests. There will also be a group project.

## Who should do this course?

This course caters both for students with little or no computing knowledge or skills and for students experienced in computing. It is designed for students who wish to develop the skills necessary in understanding the design and use of information systems across a broad spectrum of computer applications.

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

- Develop skills in designing developing and evaluating software systems
- Use software tools such as spreadsheets, databases, word processes, multimedia and the internet for the collection and processing of information
- Understand the historical developments that have led to current practices in system design and development, and of emerging trends and technologies in this field
- Realise the importance of legal, social and ethical issues and the impact these issues have on our society
- Gain skills in teamwork and communication associated with the design and development of computer systems

## How will this subject help me in the future?

Students will be prepared to undertake a wide range of university and TAFE computing courses where data collection and analysis are an integral part of the course.

Career options include: Project Manager, System Analyst, Merchant banker, physicist, pilot, engineer, stockbroker, investment analyst, computer programmer, architectural draftsman and PC support.

## Syllabus Link

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/information-processes-technology-syllabus>

**What does this course cost?** A course fee of \$60 is charged each year.

# Investigating Science

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

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 any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or 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 must be included in both Year 11 and Year 12.
- The two Working Scientifically outcomes of Questioning and Predicting and Communicating must be addressed in both Year 11 and Year 12.
- A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and understanding outcome, are to be addressed in all depth studies.

**Scientific investigations** include both **practical investigations** and **secondary-sourced investigations**. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

## 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 an interest in investigating and experimental science through theoretical work, fieldwork, research and practical work.

**Note:** Consider combining this course with Biology, Chemistry, Physics 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 any science disciplines, Forensics, agriculture, Health, STEM related careers, architecture, optometry, meteorology, astronomy, chiropractic, aviation and space engineering, engineering and medicine,

## What does this course cost?

It may cost a charge for an e-book/workbook.

# Japanese Beginners

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

240

Exclusions:

Japanese Continuers, Japanese Extension, Japanese in Context, Japanese and Literature

## Preknowledge

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 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. 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?

No subject fees. However, students will be required to buy a workbook associated with the course book. A Japanese dictionary would also be beneficial.

# Korean Beginners

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

240

Exclusions:

Korean Continuers, Korean and Literature, Korean in Context, Korean Extension

## Preknowledge

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, eg as a traveller abroad, talking informally with friends and many useful situations
- Reading – understanding and responding to authentic Korean texts, eg 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?

No subject fees. However, students will be required to buy a workbook associated with the course book. A Korean dictionary would also be beneficial.

# Korean Continuers

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

240

Exclusions:

Korean Beginners, Korean and Literature, Korean in Context

## Preknowledge

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

## 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 Korean 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 Korean-speaking communities' through the study of a range to texts.

### Prescribed Themes

The individual

The Korean-speaking communities

The changing world

### Mandatory Topics

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

# Legal Studies

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

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?

No subject fees, but excursions where relevant.



# Marine Studies

**1 unit Preliminary and 1 unit HSC**

**Content Endorsed Course**

**ATAR: No,** but this can make up 2 units of Year 11 and a candidate wishing for a ATAR can drop the subject at the end of Year 11

**Hours Studied:** 120 per year

**Exclusions:** None

## What is the course about?

The Preliminary course provides students with a basic introduction to marine safety; the chemical and physical make-up of the marine environment; the enormous diversity of life found in the sea; the problems facing humans as they enter the water and the wide range of employment opportunities offered by marine and maritime industries. The optional modules provide the opportunity for students to gain First Aid and CPR accreditation and an Open Water SCUBA diving qualification. Students are also taught to avoid dangerous marine creatures and minimise the chance of injury.

The HSC course provides students with the opportunity to learn the basics of small boat operation and handling and to obtain a NSW Waterways Boat Drivers Licence. It introduces students to the theoretical and practical aspects of catching fish; the anatomy and physiology of marine organisms and their adaptations and the fragile nature of marine organisms and their rapid spoilage after capture.

### Preliminary Course

- Marine Safety and First Aid
- The Marine Environment
- Life in the Sea
- Humans in Water
- Marine and maritime employment

### HSC Course Option Topics

- Boating and Seamanship
- Seafood Handling and Processing

### Option Topics:

- First Aid and CPR Certificate
- Dangerous Marine Creatures
- Commercial and Recreational Fishing
- Anatomy and Physiology of Marine organisms
- Pilotage and Navigation
- Local Area Study

## How is the course taught?

This is a practical course where students spend time out of school exploring their marine environment with a camp, fishing expeditions, boat trips, visits to rock platforms, snorkelling opportunities and visits to the Fish Markets and aquariums.

## How is the work assessed?

A variety of assessments are used including practical and written work.

## Who should do this course?

This course is ideal for students aiming to follow careers connected to marine environments and are interested in the various aspects of the marine world.

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

Students will develop:

- knowledge, understanding and appreciation that will promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and leisure pursuits
- knowledge and understanding and skills of boating.

## How will this subject help me in the future?

Marine studies will support students in developing a commitment to and capacity for lifelong learning in this area. This may lead to further study at university or TAFE or vocational training in the workplace.

Career options include: Marine tourism eg whale watching, Fisheries officer and/or sales in recreational fishing, Marine scientist, Environmental health officer, Boating Careers – boat building, marina services, boat operations, engineering

## What does this course cost?

There will be a cost involved for students participating in the First Aid and CPR Certificate option, as they will gain a nationally recognised First Aid Certificate. There will be a small cost involved for students participating in the Commercial and Recreational Fishing and Seafood Handling and Processing. During the course there are some excursions that will require an additional cost.

# 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.

## 2 units Preliminary and 2 units HSC

### Board Developed Course

ATAR: Yes	Category A subject for Standard 2 Mathematics- compulsory HSC examination
ATAR: Yes	Category B subject for Standard 1 Mathematics- must complete a HSC examination
ATAR: No	Category B subject for Standard 1 Mathematics- school based assessment only
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 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 (not Standard). Please check the UAC Guide for confirmation of pre-requisites.

### What does this course cost?

No subject fees, but excursions where relevant.

**Syllabus link:** [https://syllabus.nesa.nsw.edu.au/assets/mathematics\\_standard/mathematics-standard-stage-6-syllabus-2017.pdf](https://syllabus.nesa.nsw.edu.au/assets/mathematics_standard/mathematics-standard-stage-6-syllabus-2017.pdf)

# Mathematics Advanced

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A- compulsory HSC examination

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 subject fees, but excursions 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

1 unit Preliminary and 1 or 2 units HSC

Board Developed Course

ATAR: Yes

Category A- compulsory HSC examinations

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), Trigonometric Functions (Inverse Trigonometry, Identities), rates of Change, Combinatorics

### HSC Extension 1 Content:

Proof by Mathematical Induction, Vectors, Trigonometric Equations, 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.

**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, Application to Calculus-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 subject fees, but excursions 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

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

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 20<sup>th</sup> 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?

No subject fees, but excursions 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

**2 units Preliminary and 2 units HSC**

**Board Developed Course**

**ATAR: Yes**

**Category A**

**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 elective 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?**

Year 11 \$ 40 and Year 12 \$20

# Personal Development, Health and Physical Education

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

240

Exclusions:

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

## What is the course about?

Personal Development, Health and Physical Education (PDHPE) 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.

## Main Topics Covered:

### Preliminary Course - Core Topics

Better Health for Individuals

The Body in Motion

### HSC Course - Core Topics

Health Priorities in Australia

Factors Affecting Performance

### Optional Components

Select two options from:

First Aid

Composition and Performance

Fitness Choices

Outdoor Recreation

### Optional Components

Select two options from:

The Health of Young People

Sport and Physical Activity in Australian Society

Sports Medicine

Improving Performance

Equity and Health

## 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 PDHPE, 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?** \$100 for course in Year 11.



# Photographic and Digital Imaging (PDI)

2 units Preliminary and 2 units HSC

Board Endorsed Course

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 ways 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?

Subject fees of \$75 and relevant excursions

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

**2 units Preliminary and 2 units HSC**

**Board Developed Course**

**ATAR: Yes**

**Category A**

**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 hours' 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 hours' course with 15 hours allocated to Depth studies within the mandatory indicative hours.

## What are Depth Studies?

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or 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 must be included in both Year 11 and Year 12.
- The two Working Scientifically outcomes of Questioning and Predicting and Communicating must be addressed in both Year 11 and Year 12.
- A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and understanding outcome, are to be addressed in all depth studies.

**Scientific investigations** include both **practical investigations** and **secondary-sourced investigations**. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

## How is the work assessed?

60% Skills in working scientifically and 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 Earth and Environmental Science through theoretical work, fieldwork, research and practical work.

**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 does this course cost?** It may cost a charge for an e-book/workbook.

# Science Extension

**1 unit for Year 12 (HSC).**

**Board Developed Course.**

**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

# Senior Geography

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

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:

- Biophysical Interactions
- Global Challenges
- Personalised Senior Geography Project

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

- The global and local forces which impact people, ecosystems, urban places and economic activity.
- Geographical patterns, processes and future trends through appropriate case studies and inquired based examples
- Ecosystems at Risk Urban Places
- People and Economic Activity

## 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?

No subject fees, but excursions where relevant, including city based and any interstate excursions to Queensland (Great Barrier Reef), Tasmania or the Northern Territory.

# Society and Culture

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

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?

No subject fees, but excursions where relevant.

# Software Design and Development (SDD)

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A- compulsory HSC examination

Hours Studied:

240

Exclusions:

Computing Applications CEC

## What is the course about?

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems. This course can be studied with Information Processes and Technology and VET Information Technology.

The **Preliminary course** is divided into 3 core topics:

- Concepts and Issues in the Design and Development of Software
- Introduction to Software Development
- Development of Software Solutions.

The **HSC course** includes three compulsory topics:

- Development and Impact of Software Solutions
- Software Development Cycle
- Developing a Solution Package

Plus one option from:

- Programming Paradigms
- The interrelationship between hardware and software

## How is the course taught?

Considerable time is spent learning to program using a variety of software languages and gaining the practical skills necessary to produce a number of software projects. The understandings of how to program are built upon to fully appreciate the steps and techniques used when designing computer solutions for real world situations. Students are encouraged to practice their programming skills at home but all tasks will be completed and assessed in class time. It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

## How is the work assessed?

Practical work will be assessed according to the criteria (quality of solution, interface layout, intrinsic program design, presentation and documentation). Theory will be assessed using written tests.

## Students must be studying at least Mathematics 2 unit in Year 11 to select SDD.

This course caters for both students with little or no computing knowledge or skills and for students experienced in computing. It is designed for students with good analytical skills and who wish to develop a solid foundation in writing and creating software solutions covering a wide range of applications including business, science and technology. Students should have demonstrated a solid level of achievement in Mathematics and/or Science during Year 10 before undertaking SDD in Year 11.

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

Develop skills in designing and developing software solutions and understand how software interacts with other elements of computer systems.

Understand the historical developments that have led to current practices in software design and development, and of emerging trends and technologies in this field.

Realise the importance of legal, social and ethical issues and the effect these issues have on software design and development.

Write and understand software solutions.

Gain skills in teamwork and communication associated with the design and development of software solutions.

## How will this subject help me in the future?

On completion of this course you will have specialised programming knowledge allowing you to consider a broad spectrum of university and TAFE computing courses with a focus on computer programming and systems analysis

**Career options include:** Systems Analyst, Project Manager, Merchant banker, physicist, pilot, engineer, stockbroker, investment analyst, computer programmer, architectural draftsman and PC support.

## What does this course cost?

Subject fees: \$60 in Year 11 and \$60 in Year 12 **Syllabus Link:** <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/software-design-development>

# Sport Lifestyle and Recreation (SLR)

2 units Preliminary and 2 units HSC

Board Endorsed Course

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

A \$40 equipment contribution each year plus additional fees for excursions/workshops and activities where applicable.

# Studies of Religion

2 units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

240

Exclusions:

None

## What is the course about?

Studies of Religion promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context. Students will complete three Cross Religion Studies and will undertake a Special Interest Study Project.

The **Preliminary course** covers:

- Nature of Religion & Beliefs – including Australian Aboriginal beliefs & spiritualities, as a distinctive response to the human search for meaning in life
- Three Religious Traditions studies from: Buddhism, Christianity, Hinduism, Islam, Judaism
  - Origins
  - Beliefs
  - Sacred texts and writings
  - Core ethical teachings
  - Personal devotion/expression of faith/observance
- Religions of Ancient Origin – the response to the human search for ultimate meaning in two religions of ancient origin from:
  - Aztec or Inca or Mayan
  - Celtic
  - Nordic
  - Shinto
  - Taoism
  - An Indigenous religion from outside Australia
- Religion in Australia pre – 1945
  - The arrival, establishment and development of religious traditions in Australia prior to 1945

The **HSC course** covers:

- Religion and Belief Systems in Australia post 1945
  - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities.
- Three Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism
  - Significant people and ideas
  - Traditional religious teachings about bioethics, environmental or sexual ethics
  - Significant practices in the life of adherents
- Religion and Peace
  - The distinctive response of religious traditions to the issue of peace
- Religion and Non Religion
  - The human search for meaning through Religion and Non - Religion

## How is the work assessed?

It is assessed through a variety of tasks including: research, written and oral presentations, examinations and group projects.

## Who should do this course?

Any students who have an interest in people and human behaviour and a desire to understand others. Group projects as well as individual will be used in this course. The research skills taught in this course will be invaluable.

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

- Understand the nature and influence of a range of religious traditions in Australian society
- Plan and conduct an investigation
- Select and organise information from a variety of sources
- Evaluate information for usefulness, validity and bias
- Communicate information in appropriate written, oral and graphic forms

## How will this subject help me in the future?

Students will be provided with an understanding and respect for religious beliefs and practices in our multicultural society. Expertise in a variety of skills and key competencies will be developed.

**What does this course cost?** No subject fees, but excursions where relevant.



# Textiles and Design

2 Units Preliminary and 2 units HSC

Board Developed Course

ATAR: Yes

Category A

Hours Studied:

200

## What is the course about?

This course designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items. Textile and design allow students to develop knowledge and understanding of the functional and aesthetic aspects of design applied to a variety of textile materials, methods, techniques and end-uses. Students undertake practical design investigations, experiments and product manufacturing activities contribute to the development of a student's creative ability.

## How is the course taught?

The course is essentially practical in nature. Students will undertake two textile projects as part of the Preliminary course. They will develop skills in project management, research, computing, drawing, textile material selection, the use of textile tools, machines and equipment, marketing and product evaluation. For the HSC, students will design and produce a Major Textile Project of their own choice and a they will undertake a written examination.

## How is the work assessed?

### HSC External Assessment

Students will create a Major Textiles Project worth 50 percent of the HSC mark and undertake a written examination worth 50 percent of the HSC mark. The project focus is selected from one of the following areas: Apparel, Furnishings, Costume; Textile Arts, Non-Apparel. Students explore in detail one area of interest through a creative textile design process that integrates areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries.

**School Internal Assessment.** Students will complete several assessment projects as well as Yearly written examinations.

## Who should do this course?

Creative students who enjoy practical activities in Textiles who 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 HSC examination. There are no prerequisites but students who enjoy design, fashion, clothing Technology, Industrial Technology readily adapt their skills and knowledge to this course.

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

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

## 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: Retail, fashion design, textile design, graphic design, project managing.

## What does this course cost?

\$50 course fee. Students will be responsible for the cost of materials to manufacture their Major Textile and Design Project as required for the HSC.

# Visual Arts

**2 units Preliminary and 2 units HSC**

**Board Developed Course**

**ATAR: Yes**

**Category A**

**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?**

Subject fees of \$75 and relevant excursions together with additional expenses for the production of the Body of Work.

# Work Studies

**1 unit Preliminary and 1 unit HSC**

**Board Endorsed Course**

**ATAR:** No  
**Hours Studied:** 120  
**Exclusions:** None

## What is the course about?

Core 1: My Working Life

Provides an introductory study of aspects of work and work-related skills which are then taken up in more detail in the course modules.

The **course modules** are:

1. In the Workplace
2. Preparing Job Applications
3. Workplace Communication
4. Teamwork and Enterprise Skills
5. Managing Work and Life Commitments
6. Personal Finance
7. Workplace Issues
8. Self-Employment
9. Team Enterprise Project
10. Experiencing Work
11. School-Developed Module.

Students studying the course over Years 11 and 12 must complete 35 hours of work placement each year.

Students will be required to complete a Barista Coffee course, subsidised by the school in order to take responsibility for the running the school Café and Garden.

## How is the work assessed?

Higher School Certificate assessment for this course is to be based on assessment tasks undertaken during the HSC component only. Student assessment must reflect the extent to which each student has achieved the objectives and outcomes of this course. At least one assessment task must be a formal examination task.

## Who should do this course?

Students who want to develop team work skills, fully understand the employment market and be confident in presenting themselves for job interviews. Students wanting to undertake high level TAFE studies or an apprenticeship after the HSC.

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

Students should have developed:

- knowledge, skills, values and attitudes to facilitate the transition from school to work or further education
- an understanding of the changing nature of work organisation and the implications for individuals and society
- an understanding of the relationships between education, training, work and lifestyle the necessary skills to obtain a job such as portfolio and CV writing and interview techniques.

## How will this subject help me in the future?

Work Studies will assist students to recognise the links between education, training, work and lifestyle, and the economic and social factors that affect work opportunities. It will develop students' skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

## What does this course cost?

\$50 for Barista Coffee Course and excursions where relevant.

## Assistant Dance Teaching Course Descriptor 2021

Public Schools NSW, Macquarie Park RTO 90222

**QUALIFICATION: CUA30313 Certificate III in Assistant Dance Teaching**

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

Course: <b>Assistant Dance Teaching</b> (300 indicative hours) Board Endorsed Course Number: 2 units x 1 year and 3 units x 1 year NESA Code: <b>65334</b> and NESA Code: <b>65338</b>		Total 5 of units of credit – Preliminary and/or HSC	
The <b>CUA30313 Certificate III in Assistant Dance Teaching</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>CUA Creative Arts and Culture</b> Training Package (Release 4.1) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
<b>8 Core</b> BSBWHS201 Contribute to health and safety of self and others CHCECE006 Support behaviour of children and young people CUADLT301 Develop basic dance analysis skills CUADTM301 Assist with dance teaching CUAWHS403 Incorporate anatomy and nutrition principles into skill development CUAMLT201 Develop and apply musical ideas and listening skills HLTAID003 Provide first aid SISCCRO302A Apply legal and ethical instructional skills		<b>4 Electives</b> CUADTM411 Teach basic dance technique SISFFIT309A Plan and deliver group exercise sessions CUACHR301 Develop basic dance composition skills CUAIND304 Plan a career in the creative arts industry	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the dance industry involves:			
Assisting the coaching of dance and demonstration of dance skills to younger students		The application of legal and ethical instructional skills to contribute to the health and safety of dance students.	
Examples of occupations in the Dance Industry			
Assistant dance coach in private dance school	Assistant choreographer	Community assistant dance coach	
<b>Mandatory course requirements to attain a HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for Work Placement to be undertaken concurrently with the course delivery in a simulated commercial environment.			
<b>Admission Requirements</b> To enrol in <b>CUA30313 Certificate III in Assistant Dance Teaching</b> , students should be interested in working in a creative arts environment preparing and developing student skills in dance technique. They should be able to participate in dance and demonstrate dance skills to younger students. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Course consumables: <span style="color: red;">\$[school to insert consumable amount]</span></b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> information is available from <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>			
<b>Exclusions:</b> Students undertaking both this Assistant Dance Teaching course and another course based on the <i>CUA Creative Arts and Culture Training Package</i> should choose different units of competency to meet the requirements of each HSC course and qualification.			

Course: <b>Business Services</b> (240 indicative hours) Board Developed Course Number: <b>26101</b>		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>BSB20115 Certificate II in Business</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>BSB Business Services</b> Training Package (Release 5) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
<b>1 Core</b> BSBWHS201      Contribute to health and safety of self and others <b>11 Electives</b> BSBIND201      Work effectively in a business environment BSBINM201      Process and maintain workplace information BSBSUS201      Participate in environmentally sustainable work practices BSBWOR203      Work effectively with others BSBITU307      Develop keyboarding speed and accuracy		TLIP2029      Prepare and process financial documents BSBCMM201      Communicate in the workplace BSBITU211      Produce digital text documents BSBITU212      Create and use spreadsheets BSBWOR202      Organise and complete daily work activities BSBWOR204      Use business technology <b>Additional units required to attain an HSC credential in this course</b> BSBINN201      Contribute to workplace innovation BSBCUS201      Deliver a service to customers	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the business services industry involves:			
customer (client) service organising information and records in both paper and electronic forms		teamwork using technologies creating documents	
Examples of occupations in the Business Services Industry			
administration assistant clerical worker	office junior receptionist	information desk operator data entry operator	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in <b>BSB20115 Certificate II in Business</b> , students require the physical ability to touch type with speed and accuracy. This is an inherent skill requirement for the unit of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units. Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification.			
Course consumables: <b>\$(school to insert consumable amount)</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			



## Construction Pathways Course Descriptors 2021

Public Schools NSW, Macquarie Park RTO 90222

**QUALIFICATION: CPC20211 Certificate II in Construction Pathways**

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

Course: <b>Construction</b> (240 indicative hours) Board Developed Course Number: <b>26201</b>		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>CPC20211 Certificate II in Construction Pathways</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>CPC08 Construction, Plumbing and Services</b> Training Package (Release 9.7) ( <a href="https://training.gov.au/Training/Details/CPC08">https://training.gov.au/Training/Details/CPC08</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
<b>6 Core</b> CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCM1012A Work effectively and sustainably in the construction industry CPCCCM1013A Plan and organise work CPCCCM1014A Conduct workplace communication CPCCCM1015A Carry out measurements and calculations CPCCCM2001A Read and interpret plans and specifications <b>6 Electives</b> CPCCCA2002B Use carpentry tools and equipment-Group B		<b>6 Electives (cont.)</b> CPCCCA2011A Handle carpentry materials-Group B CPCCCM2006B Apply basic levelling procedures-Group H CPCCCO2013A Carry out concreting to simple forms-Group H CPCCJN2001A Assemble components-Group F CPCCJN2002B Prepare for offsite manufacturing processes-Group F <b>Additional units required to attain an HSC credential in this course</b> CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground CPCCCM2005B Use construction tools and equipment <b>#CPCCWHS1001</b> Prepare to work safely in the construction industry	
#Successful completion CPCCWHS1001 Prepare to work safely in the construction industry will lead to a General Construction Induction Card (White Card) issued by SafeWork NSW. This is a legal requirement before entering a construction site across Australia.			
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the construction industry involves:			
communication	problem-solving	teamwork	initiative and enterprise
Examples of occupations in the construction industry			
Builder	Shopfitter and joiner	Bricklayer	
Mandatory course requirements to attain an HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in <b>CPC20211 Certificate II in Construction Pathways</b> , students require the physical ability to safely carry out manual activities such as lifting, carrying and shifting loads of materials and climbing, use construction tools and equipment and safely work with a variety of construction materials. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor. <b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher. <b>Optional HSC examination for ATAR purposes</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables:</b> <span style="color: red;">\$[school to insert consumable amount]</span> <b>WhiteCard will be delivered by _____ \$ _____</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			

## Entertainment Industry Course Descriptor 2021



Education

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: CUA30415 Statement of Attainment  
towards Certificate III in Live Production and Services

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

Course: <b>Entertainment Industry</b> (240 indicative hours) Board Developed Course Number: <b>26401</b>		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>CUA30415 Statement of Attainment towards Certificate III in Live Production and Services</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>CUA Creative Arts and Culture</b> Training Package (Release 4.1) ( <a href="https://training.gov.au">https://training.gov.au</a> ) You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
<b>4 Core</b> CPCCOHS1001A Work safely in the construction industry CUAIND301 Work effectively in the creative arts industry CUAWHS302 Apply work health and safety practices SITXCCS303 Provide service to customers <b>8 Electives</b> CUASOU301 Undertake live audio operations Group A CUALGT301 Operate basic lighting Group A		<b>8 Electives (cont.)</b> CUASTA301 Assist with production operations for live performances Grp A CUAVSS302 Operate vision systems Group A ICTTEN202 Use hand and power tools CUASOU306 Operate sound reinforcement systems Group A CUASMT301 Work effectively backstage during performances Group A CUASTA202 Assist with bump in and bump out of shows Group C <b>N. B. 2 core and 1 elective additional units of competency are required to achieve the full qualification. Refer to Specialisation Course Descriptor.</b>	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the entertainment industry involves:			
Lighting and sound operations Audio visual operations		Set and props construction and staging Creative projects	
Examples of occupations in the Entertainment Industry			
Technical Assistant (Productions) Sound Technician		Assistant venue technician Follow spot operator	Special Effects Assistant
<b>Mandatory course requirements to attain a HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.			
<b>Admission Requirements</b> To enrol in <b>CUA30415 Statement of Attainment towards Certificate III in Live Production</b> , students who are interested in lighting, sound, staging, set design and dealing with patrons would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, assignments and students will be involved in performances and productions.			
<b>Competency-Based Assessment:</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. <b>Complaints and Appeals:</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher. <b>Optional HSC examination for ATAR purposes:</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: <span style="color: red;">\$[school to insert consumable amount]</span></b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> is available in this course. For more information, contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			





Course: <b>Hospitality</b> (240 indicative hours) Board Developed Course Number: <b>26511</b>		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>SIT 20316 Certificate II in Hospitality</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIT Tourism, Travel and Hospitality</b> Training Package (Release 1.2) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
<b>6 Core</b> SITXWHS001 Participate in safe work practices BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITXCCS003 Interact with customers SITHIND003 Use hospitality skills effectively SITXCOM002 Show social and cultural sensitivity <b>6 Electives</b> SITXFSA001 Use hygienic practices for food safety Group A		SITHFAB005 Prepare and serve espresso coffee Group B SITHFAB007 Serve food and beverage Group B SITXFSA002 Participate in safe food handling practices Group B SITHFAB004 Prepare and serve non-alcoholic beverages Group B SITHCCC003 Prepare and present sandwiches Group B <b>Additional units required to attain an HSC credential in this course</b> SITHCCC001 Use food preparation equipment Other SITXCOM001 Source and present information Group B BSBSUS201 Participate in environmentally sustainable work practices Group B	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
Supporting and working with colleagues to meet goals and provide a high level of customer service		Prepare for front of house service, manage resources, preparing and serving a range of food and beverages	
Examples of occupations in the Hospitality (Food and Beverage ) Industry			
Café Attendant	Food and Beverage Attendant	Barista	
<b>Mandatory course requirements to attain a HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.			
<b>Admission Requirements</b> To enrol in <b>SIT 20316 Certificate II in Hospitality</b> , students should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held and larger commercial equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency. <b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher. <b>Optional HSC examination for ATAR purposes</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$[school to insert consumable amount]</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			





## Hospitality – Kitchen Operations Course Descriptor 2021

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: SIT20416 Certificate II in Kitchen Operations

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

Course: <b>Hospitality</b> (240 indicative hours) Board Developed Course Number: <b>26511</b>		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>SIT 20416 Certificate II in Kitchen Operations</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIT Tourism, Travel and Hospitality</b> Training Package (Release 1.2) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
<b>8 Core</b> BSBWOR203 Work effectively with others SITXWHS001 Participate in safe work practices SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC011 Use cookery skills effectively SITHKOP001 Clean kitchen premises and equipment SITXFSA001 Use hygienic practices for food safety SITXINV002 Maintain the quality of perishable items		<b>5 Electives</b> SITHIND002 Source and use information on the hospitality industry BSBSUS201 Participate in environmentally sustainable work practices SITHCCC003 Prepare and present sandwiches SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads <b>Additional units required to attain an HSC credential in this course</b> SITXFSA002 Participate in safe food handling practices	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
Supporting and working with colleagues to meet goals and working in a team		Preparing menus, managing resources, preparing, cooking food and menus items	
Examples of occupations in the Hospitality Industry			
Breakfast cook Catering assistant	Fast food cook Sandwich hand	Takeaway food cook Trainee chef	
<b>Mandatory course requirements to attain a HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.			
<b>Admission Requirements</b> To enrol in <b>SIT 20416 Certificate II in Kitchen Operations</b> , students should be interested in working in a hospitality environment preparing and plating food to customers. They should be able to lift and carry equipment and use hand held and larger commercial kitchen equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
<b>Competency-Based Assessment</b> Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: <span style="color: red;">\$[school to insert consumable amount]</span></b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship and apprenticeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			

Course: <b>Retail Services</b> (240 indicative hours) Board Developed Course Number: <b>26911</b>		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>SIR30216 Certificate III in Retail</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIR Retail Services</b> Training Package (Release 4) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
<b>8 Core</b> SIRXCEG001 Engage the customer SIRXCOM002 Work effectively in a team SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty		<b>5 Electives</b> SIRXPDK001 Advise on products and services SIRRMER001 Produce visual merchandise displays SIRRINV001 Receive and handle retail stock SIRRINV002 Control stock SIRXIND002 Organise and maintain the store environment  <b>Additional for HSC Requirements</b> SIRXSLS002 Follow point-of-sale procedures	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the retail industry involves:			
customer service stock control using cash registers, scanners, computers, telephones		teamwork designing and creating displays	
Examples of occupations in the Retail Industry			
buyer customer service assistant	stock controller sales person	visual merchandiser merchandiser	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in <b>SIR30216 Certificate III in Retail</b> , students would need to be interested in engaging customers, maintaining daily store operations and knowledge of products and services. They would need to work independently under limited supervision. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities and assignments.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units. Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification.			
Course consumables: <b>\$(school to insert consumable amount)</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

## Sport Coaching Course Descriptor 2021

**Public Schools NSW, Macquarie Park RTO 90222**

**QUALIFICATION: SIS30519 Certificate III in Sport Coaching**

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

Course: <b>Sport Coaching</b> (240 indicative hours) Board Endorsed Course Number: <b>50418</b>		Total 4 of units of credit – Preliminary and/or HSC	
The <b>SIS30519 Certificate III in Sport Coaching</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIS Sport, Fitness and Recreation</b> Training Package (Release 4) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
6 Core BSBRK401 Identify risk and apply risk management processes HLTAID003 Provide first aid HLTWHS001 Participate in workplace health and safety SISSSCO002 Work in a community coaching role SISSSCO003 Meet participant coaching needs SISSSCO005 Continuously improve coaching skills and knowledge		Electives SISSSCO012 Coach sports participants up to an intermediate level SISXCAI009 Instruct strength and conditioning techniques SISSSOF002 Continuously improve officiating skills and knowledge SISXDIS001 Facilitate inclusion for people with a disability SISXIND006 Conduct sport, fitness and recreation events	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the sport industry involves:			
assist coaching roles application of sports and competition rules		teaching sports skills to an intermediate level organising and completing daily tasks	
Examples of occupations in the Sport Industry			
sports trainer or coach sports official	athletic support worker administration officer	community coach	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 35 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in <b>SIS30519 Certificate III in Sport Coaching</b> , students will be required to work in teams and perform under supervision or independently in a sporting environment or school. Students must be aware that they will need to have the physical ability to participate in the practical skills required for the course, and play a variety of sports and be able to demonstrate sports skills to junior players. These are inherent skill requirements for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Course consumables: <b>\$(school to insert consumable amount)</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

# 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 NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

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

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

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"> <li>Students have had no more than 100 hours' study of the language at the secondary level (or the equivalent).</li> <li>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.</li> </ul>
Continuers		
Background Speakers (Language and Literature) eg: Chinese and Literature Korean and Literature	Students have a cultural and linguistic background in the language	

## Proposed TVET COURSE OFFERINGS 2021



**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 courses 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.**

## 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**

	<b>School Based Apprenticeship</b>	<b>School Based Traineeship</b>
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](http://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 Languages staffroom.

Classes will commence in February 2021.

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: