**The Higher School Certificate**

*‘Build your future’*

*An Information Package for Students*



Name: …………………………………………………………..

**Preliminary Course 2022**

**HSC Course 2023**

##### Which Way Now? - Reaching an informed subject selection decisions

Your CAREER DEVELOPMENT has reached an important stage in its journey.

**Where to next? Subject selection process:**

The **‘Where to Next?’ Program** and process for subject selection is designed to give students the best chance to make appropriate and realistic choices based on a thorough knowledge and understanding of themselves and of possible career options. Wise selection of subjects will contribute to personal satisfaction, academic success, and development of valuable skills that will help them work towards their career options.

**Your child will participate in the “Where to Next?” Program at school during Week 8 (Tuesday, 8 June and Thursday, 10 June).**

* **Attend:** an interview in **Week 4 (August 2nd-6th)** with a teacher at an allocated time to discuss your senior subject choices / pathway. Your parents will be invited to join the meeting via phone or online video call.

Your **CHALLENGE** is to learn as much as possible about the choicesavailable to you. You should speak to teachers and ask questions of older students. You will be asked to make important DECISIONS and you will need to submit your selection of Preliminary HSC courses that you wish to commence during your interview in Week 4.

*Your final choices need some PREPARATION and PLANNING.*

**If you decide to continue your schooling to Year 12,** you will soon have to choose the subjects which you will study for the Higher School Certificate. This booklet has been produced to inform you of the requirements for completing the HSC and to provide you with detailed course summaries and descriptions for each senior subject offered by CHHS. It has been designed to provide information and advice for you and your parents in the selection of courses and study programs for the Senior School.

### **If you wish to leave after Year 10**

**Students in NSW must attend school until the age of 17.** You may leave after Year 10 (if you are under 17) if you are undertaking full-time employment (average 25 hour/week, full time approved further education or training (such as TAFE) or in a combination of these. If you do not wish to continue into the Senior School, you must prepare now to ensure that you have appropriate education, training or employment organised.

**The HSC and ATAR**

HSC is a credential that is achieved through the successful completion of the courses selected in Year 11 and 12. The HSC will show your scores for each subject based on your performance in these courses.

The ATAR is a rank provided by UAC (University Admissions Centre) that compares your performance to others.

**You can complete and receive an HSC without choosing to receive an ATAR.**

#### **How to decide?**

***How do I select senior subjects that can help me maximise my HSC results and/or begin my career journey?***

1. ***Identify your abilities:*** A realistic assessment of your own abilities, talents and interests needs to be undertaken. Choose subjects that will help develop YOUR strengths. Will you enjoy each subject you have selected? Will you continue to achieve well?

***2. Find out about each course: Consider the syllabus requirements (Practical/Major work components).*** Actively participate in all the events and opportunities provided to you that will help you make informed decisions. Research, ask, read this book and other information provided, look at, collect, contact, talk to, try it for yourself and use the resources and opportunities provided to you.

***3. Be realistic:*** Set future goals that are right for you. Continue to investigate any career/job aspirations and needs if you have any.

***4. Discuss your plans:*** With family, Careers/Transition Advisers, networks you have created, employer groups, TAFE and university.

***Get advice*** *from the Careers/Transition Advisers, current class teachers, Head Teachers, Year Advisers, senior students, employers, university reps, parents and other mentors you might have.*

#### **How not to decide?**

##### Don’t play the numbers game

You will only do well if you are interested in a subject.

##### How you think a subject might scale

Your result depends on your performance.

##### My friends are choosing the subject

Everyone has different strengths and goals.

##### My favourite teacher is teaching it

Things change!!!

##### I need to do it, even though I hate it

A university course that has a pre-requisite subject will mean you have to study a lot of that subject. Do you really want to do this for years?

**NB:** Very few university courses have prerequisite subjects. Check out the ***UAC Steps to Uni for Year 10 students guide provided to you*** for further information.

*The only valid reasons for choosing your subjects are:*

* **Interest** - *Subjects you enjoy*
* **Ability** - *Subjects you are good at.*
* **Motivation** - *Subjects you really want to learn and/or relate to your career goals.*

***A broad range of subjects is a good idea to cover all options if you are unsure where you are headed after the HSC in terms of further education and training or employment. Remember your career is a journey, not a destination.***

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| **Information about the HSC** |

#### **The HSC in 2022-2023**

* The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choice and increased opportunities at University, it offers you a full range of study areas matching individual abilities, interests and goals.
* Courses are linked to further education and training.
* Extension courses will enable students to undertake more in-depth study in areas of special interest.
* Vocational Education and Training courses count towards the HSC and will also lead to qualifications recognised across a range of industries and in university applications.
* The HSC includes Life Skills courses for students with special education needs.

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| **What types of courses can I select?** |

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

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#### **Board Developed Courses**

These courses are developed by the NSW Education Standards Authority (NESA). All students entered for the HSC who are studying these courses follow these syllabuses. These courses are used in the calculation of the ATAR and examined externally by NESA at the end of the HSC course.

#### **Board Endorsed Courses**

Board Endorsed Courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses. These courses count towards the HSC and appear on the students Record of School Achievement. However, Board Endorsed courses do not count in the calculation of the ATAR.

**There are two types of Board Endorsed Courses;** Content Endorsed Courses and School Developed Courses. Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

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| **Vocational Education and Training (VET) Courses** |

VET courses will allow you develop work skills and competencies to be better equipped to either enter the workforce and/or continue with Education & Training.

**VET courses are especially relevant if:**

* you are not looking to direct entry into a University course and
* would prefer an **"Industry Recognised" (AQF) qualification** that can increase your chance of immediate employment in a traineeship or apprenticeship and/or
* you want to do further training in a Certificate IV, Diploma or Degree.

**To maximize the benefits of VET Senior School courses you can also select other school subjects that complement and strengthen the VET course, here are just a few examples:**

* Hospitality + Food Technology + Business Studies
* Business Services + Legal Studies + Business Studies
* Graphic Design + Visual Arts + D&T
* Children Services + PD/H/PE + CAFS

There are a variety of both IVET (internal - at school) and EVET (external - outside of school) courses available to choose with a variety of delivery modes. Some VET courses can contribute to your ATAR only if they are listed as Category B, where you will need to sit an examination.

There is the possibility to undertake a School-based Traineeship or Apprenticeship (SBAT) as a part of your senior study. You can combine work and training so that you finish your senior studies and already have some experience and training in your career pathway.

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| **What are Units?** |

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

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

In the Year 11 Preliminary course you must study a minimum of **12 units**

In the Year 12 HSC course you must study a minimum of **10 units**

***2 units = 4 hours per week (120 hours per year) = 100 marks***

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

#### **2 Unit Course**

This is the basic structure for all courses. It has a value of 100 marks.

#### **Extension Course**

* Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music some languages and Science.
* English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
* HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

#### **1 Unit Course**

* Unit equals approximately 2 hours of class time each week or 60 hours per year.
* There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

#### **Category A and B Courses**

HSC courses are classified as either Category A or Category B.

**Category A** courses may be included in the calculation of an ATAR and students must sit a compulsory HSC examination.

**Category B** courses can be included in a student’s ATAR calculation if they are enrolled with the NSW Education Standards Authority (NESA) for the course and they sit the optional HSC examination. They include VET Curriculum Framework Courses, which include compulsory work placement. No more than two units of Category B courses can be used in the ATAR calculation.

***If you wish to be awarded a HSC***

**You must:**

* satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
* meet the [**HSC minimum standard of literacy and numeracy**](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard) within five years of starting your HSC course.
* **satisfactorily complete courses** that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the:
  + practical component of the course
  + oral or project works required for specific courses
  + the assessment requirements for each course, and
  + a serious attempt at the Higher School Certificate examinations for the courses.

**In addition, students must also complete the following mandatory programs:**

* Life Ready program in PDHPE, and the HSC All My Own Work program.

#### **Requirements for the HSC**

* You must study a minimum of **12 units in the Preliminary course before commencing the corresponding HSC course**.

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| **2022 HSC Subjects delivered at CHHS** |

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| **Subjects for the Higher School Certificate** | **HSC UNITS** | **Board Developed subject Category A/B**  **ATAR** | **Suggested Pre/ Co – requisite to study this subject** | **Board Endorsed subject Non - ATAR**   | **Mandatory HSC Exam**   | **Major Work**   | **Compulsory Work Placement Hours** | **Tick if interested in**  **investigating this subject further** | |
| **English - Compulsory** |  |  |  |  |  |  |  |  | |
| English Studies | 2u x 2yrs | B |  |  | optional |  |  |  | |
| English Standard | 2u x 2yrs | A |  |  |  |  |  |  | |
| English Advanced | 2 u x 2yrs | A |  |  |  |  |  |  | |
| English Extension 1 | 1u x 2yrs | A | English  Advanced |  |  |  |  |  | |
| HSC English Extension 2 **(Yr 12 only)** | 1u x 1yr | A |  |  |  |  |  |  | |
| **Mathematics** |  |  |  |  |  |  |  |  | |
| Mathematics Standard | 2u x 2yrs | A/B |  |  | optional |  |  |  | |
| Mathematics Advanced | 2u x 2yrs | A | 5.3 Maths |  |  |  |  |  | |
| Mathematics Extension 1 | 1u x 1yr | A | Mathematics  Advanced |  |  |  |  |  | |
| HSC Mathematics Extension 2 **(Yr 12 only)** | 1u x 1yr | A |  |  |  |  |  |  | |
| **Science** |  |  |  |  |  |  |  |  | |
| Biology | 2u x 2yrs | A |  |  |  |  |  |  | |
| Chemistry | 2u x 2yrs | A | Mathematics  Advanced |  |  |  |  |  | |
| Earth and Environmental Science | 2u x 2yrs | A |  |  |  |  |  |  | |
| Physics | 2u x 2yrs | A | Mathematics  Advanced |  |  |  |  |  | |
| **HSIE (Human Society and its Environment)** |  |  |  |  |  |  |  |  | |
| Ancient History | 2u x 2yrs | A |  |  |  |  |  |  | |
| Business Studies | 2u x 2yrs | A |  |  |  |  |  |  | |
| Economics | 2u x 2yrs | A | 5.3 Maths |  |  |  |  |  | |
| Geography | 2u x 2yrs | A |  |  |  |  |  |  | |
| HSC History Extension | 1u x 1yr | A |  |  |  |  |  |  | |
| Legal Studies | 2u x 2yrs | A |  |  |  |  |  |  | |
| Modern History | 2u x 2yrs | A |  |  |  |  |  |  | |
| Society & Culture | 2u x 2yrs | A |  |  |  |  |  |  | |
| **PDHPE** |  |  |  |  |  |  |  |  | |
| Community and Family Studies | 2u x 2yrs | A |  |  |  |  |  |  | |
| PD/H/PE | 2u x 2yrs | A |  |  |  |  |  |  | |
| **Creative Arts** |  |  |  |  |  |  |  |  | |
| Dance | 2u x 2yrs | A |  |  |  |  |  |  | |
| Drama | 2u x 2yrs | A |  |  |  |  |  |  | |
| Music 1 | 2u x 2yrs | A |  |  |  |  |  |  | |
| Visual Arts | 2u x 2yrs | A |  |  |  |  |  |  | |
| **Technology** |  |  |  |  |  |  |  |  | |
| Design and Technology | 2u x 2yrs | A |  |  |  |  |  |  | |
| Engineering Studies | 2u x 2yrs | A | Mathematics  Advanced |  |  |  |  |  | |
| Food Technology | 2u x 2yrs | A |  |  |  |  |  |  | |
| Industrial Technology (**only one** focus area may be chosen)  - Timber  -Multimedia | 2u x 2yrs | A |  |  |  |  |  |  | |
| Information Processes and Technology | 2u x 2yrs | A |  |  |  |  |  |  | |
| Textiles & Design | 2u x 2yrs | A |  |  |  |  |  |  | |
| **Languages** |  |  |  |  |  |  |  |  | |
| Italian Beginners | 2u x 2yrs | A |  |  |  |  |  |  | |
| Saturday School of Community Languages - | 2u x 2yrs | A |  |  |  |  |  |  | |
| NSW School of Languages - | 2u x 2yrs | A |  |  |  |  |  |  | |
| **Subjects for the Higher School Certificate** | **HSC UNITS** | **Board Developed subject Category A/B**  **ATAR** | **Suggested Pre/ Co – requisite to study this subject** | **Board Endorsed subject Non - ATAR**   | **Mandatory HSC Exam**   | **Major Work**   | **Compulsory Work Placement Hours** | **I am interested in**  **investigating this subject further**   |
| **Vocational Education and Training (SVET – HSC Vet subjects delivered at School)** |  |  |  |  |  |  |  |  |
| Hospitality | 2u x 2yrs | B |  |  | optional |  | 70hrs |  |
| Business Services | 2u x 2yrs | B |  |  | optional |  | 70hrs |  |
| Construction | 2u x 2yrs | B |  |  | optional |  | 70hrs |  |
| Entertainment Industry | 2u x 2yrs | B |  |  | optional |  | 70hrs |  |
| **In school Board Endorsed HSC subjects**  **(Non – ATAR)** |  |  |  |  |  |  |  |  |
| Exploring Early Childhood | 2u x 2yrs |  |  |  |  |  |  |  |
| Photography & Digital Imaging | 2u x 2yrs |  |  |  |  |  |  |  |
| Sport, Lifestyle and Recreation Studies | 2u x 2yrs |  |  |  |  |  |  |  |
| Marine Studies | 2u x 2yrs |  |  |  |  |  |  |  |
| Skills for Work & Vocational Pathways | 2u x 1yr |  |  |  |  |  |  |  |
| **Vocational Education and Training (EVET - HSC subjects delivered outside of**  **school)** |  |  |  |  |  |  |  |  |
| Human Services Assistance – (NURSING) delivered by NSW Health | **Yr 11**  2u x 1yr  **Yr 12**  4u x 1yr | B |  |  |  |  | 70hrs |  |
| Whitehouse Design Fundamentals e.g. Fashion Visualisation, Interior Decoration Visualisation, Creative Direction Visualisation | 2u x 2yrs |  |  |  |  |  |  |  |
| Animal Studies | 2u x 2yrs |  |  |  |  |  |  |  |
| Automotive – Mechanical Technology | 2u x 2yrs | B |  |  | optional |  | 70hrs |  |
| Automotive -Vehicle Body Repair Technology | 2u x 2yrs | B |  |  | optional |  | 70hrs |  |
| Design Fundamentals - Graphics | 2u x 2yrs |  |  |  |  |  |  |  |
| Early Childhood Education and Care | 2u x 2yrs |  |  |  |  |  |  |  |
| Electrotechnology – Career Start (Electrician) | 2u x 2yrs | B |  |  | optional |  | 70hrs |  |
| Fitness | 2u x 2yrs |  |  |  |  |  |  |  |
| Floristry (Assistant) | 2u x 1yr |  |  |  |  |  |  |  |
| Hair or Beauty Services (make up) | 2u x 1yr |  |  |  |  |  |  |  |
| Human Services Individual Support (Ageing) | **Year 11**  2u x 1 yr  **Year 12**  4u x 1 yr | B |  |  | optional |  | 70hrs |  |
| Information, Digital Media and Technology (Networking and Hardware) | 2u x 2yrs | B |  |  | optional |  | 70hrs |  |
| Plumbing - Introduction | 2u x 2yrs |  |  |  |  |  |  |  |
| Real Estate Practice | 2u x 1yr |  |  |  |  |  |  |  |
| Salon Assistant – Hairdressing | 3u x 1yr |  |  |  |  |  |  |  |
| Salon Assistant - Barbering | 2u x 1yr |  |  |  |  |  |  |  |
| Tourism, Travel and Events (Events) | 2u x 2yrs | B |  |  | optional |  | 70hrs |  |
| Tourism, Travel and Events (Tourism) | 2u x 2yrs | B |  |  | optional |  | 70hrs |  |
| Warehousing Operations | 2u x 1yr |  |  |  |  |  |  |  |

**Vocational Education and Training**

**Vocational Education Courses** 

Vocational education and training (VET) courses give you the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of your schooling.

**Industry Curriculum Framework (ICF)** courses (Category B courses) are developed by the NSW Education Standards Authority (NESA) and include a range of industry areas. One designated SVET 240 hour course can contribute towards the ATAR **if students undertake the optional NESA examination.**

All **School Vocational and Educational Training** **(SVET)** courses count towards your HSC units. ICF courses include a **MANDATORY Work Placement** of 35 hours per year to complete these courses successfully.

VET is ‘dual accredited’ which means students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment).

Assessment is competency based and students must completely satisfy all assessment requirements and be deemed competent by a qualified trainer in order to satisfy qualification requirements. Students successfully completing a VET course may be eligible to apply for credit transfer in other courses in a similar industry after leaving school by providing their qualifications to the relevant tertiary institution.

**School Vocational and Educational Training** **(SVET)** courses delivered to students to study at Cecil Hills High School include:

* Hospitality (Kitchen Operations) or (Food & Beverage)
* Business Services
* Construction
* Entertainment Industry
* Skills for Work and Vocational Pathways

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| Subject | Course | Extension |
| **VET Industry Curriculum Framework** | | |
| Hospitality | Hospitality (240 hours)\*  (Kitchen Operations) or (Food & Beverage) | Hospitality Extension (60 hours)   * subject to confirmation |
| Business Services | Business Services (240hrs) |  |
| Construction | Construction (240hrs) |  |
| Entertainment Industry | Entertainment Industry (240hrs) |  |
| Skills for Work and Vocational Pathways (Non-ATAR) | Skills for Work and Vocational Pathways (120hrs) |  |

**All students studying a VET (SVET and/or EVET) course must obtain a Unique Student Identifier (USI).** Instructions on how to apply for a USI will be provided to each student by their VET teacher and/Careers Adviser as their USI number is required at the commencement of the course.

**Externally delivered Vocational Education and Training (EVET)**

VET courses delivered by an external RTO/Private Provider are known as EVET courses and they offer a broad range of subjects to meet future career or study plans.

# **Categories of EVET courses**

**Board Developed Industry Curriculum Framework (ICF) Courses** These courses are Category B courses, mostly count for 4 units of HSC credit, include 70 hours of mandatory Work Placement and have an optional HSC examination. Only one Category B course can be counted in the calculation of the Australian Tertiary Admission Rank (ATAR).

**Board Endorsed Courses** **(BECs)** are courses based on national industry Training Packages that are endorsed by NSW Education Standards Authority (NESA) for inclusion in the Higher School Certificate. Stage 6 BECs mostly count for 4 units of HSC credit, do not count towards the ATAR and do not have an optional HSC examination.

**Delivery patterns**

Students should investigate the delivery pattern of the courses that they are interested in so they are aware of what the commitment will be and to understand how the EVET course fits in with the total pattern of study. There are several options for the delivery of EVET courses e.g. 120 hrs, 2 units x 1 year courses; 180 hrs, 3 units x 1 year courses; and 240 hrs, 4 unit courses which can be offered over one or two years.

A small number of EVET ICF courses also offer specialisation units to complement 240 hour courses. Students who successfully complete all units may be eligible for a full qualification, rather than a Statement of Attainment.

**Specific Requirements of EVET courses**

* **NESA requirements** for completion of course work apply to all EVET courses. If a student fails to attend some of the course and does not satisfactorily complete course work, they will be given an “N’ Determination for the course or, they may be withdrawn from the course. External RTOs will monitor attendance and send regular reports to the school.
* **Student Commitment** – Once a student starts a course, they will be expected to commit to completing the course.  **Students will not be permitted to change to another EVET course.** Students who miss class work at school because of EVET course enrolments (including work placement) will be responsible for following up with their teachers and catching up on missed work.
* **Travel** – Students studying EVET courses must organise their own transport to the study venue and make their own way home at the conclusion of the class. Students are responsible for meeting travel costs.
* **Proposed timetabling** – EVET courses are conducted on different days of the week with most classes commencing at 1:30pm and ending at 5:30pm. For some courses, “block” attendance during term and/or school holidays may be necessary. Students doing EVET courses will be given compensatory study periods during the week.

**Mandatory Work Placement**

Many EVET courses include mandatory work placement in the industry area associated with the course. Failure to complete the work placement could jeopardise the students’ completion of the Preliminary or HSC units and could put their HSC at risk. This gives students the chance to learn new skills and apply the skills they have already learnt as part of their course.

Work placement helps students to:

* Gain insights into the kind of career that they would like to have
* Make informed decisions about further training and study
* Become more employable
* Be better equipped for business and employment opportunities

## **EVET Courses 2022 Application Process**

Students should research the courses that interest them to find out about course content and possible career paths. An EVET course information booklet can be obtained from Mrs. Reid.

**Applications open on Monday 31 May 2021.*This application and enrolment form must be completed and handed to Mrs Reid, Careers Adviser by Friday 3 September 2021.***

**Mrs Reid will notify you by Friday 3 December 2021 regarding acceptance into your selected course.**

Students who want to apply for an EVET course must:

1. Complete an **Expression of Interest** form and submit it to Mrs Reid. Students will need their ERN and NESA number to complete this form.The Expression of Interest form will be used by Mrs Reid to enter their application on the EVET portal.
2. Participate in an interview at school to discuss the reasons for applying for the course. Students will be expected to explain why enrolling in the course is important to future career planning and demonstrate a commitment to successfully completing the course.
3. There is no guarantee that students who apply for EVET courses will be made an offer. Some courses are very popular, and the number of applications exceeds available places. Occasionally, there are not enough applications to form a class.

**At CHHS students expressing an interest in an EVET course must choose 14 units (7 subjects) instead of 6 subjects (12 units) and a reserve subject.**

They need to state the name of the EVET Course on their subject selection form. If a student is not selected to undertake an EVET course, they will study the six subjects (12 units) including their reserve subject chosen to study in their Preliminary (Year 11) year.

**Cecil Hills High School offers our students a selection of EVET courses delivered through:**



1. TAFE NSW (TVET)
2. NSW Health
3. The Whitehouse Institute of Design, Australia

**1. TAFE NSW (TVET - TAFE delivered Vocational Education and Training)**

**The following TVET Courses are being offered to students at Cecil Hills High School in 2021.** Courses will be undertaken at selected TAFE NSW campuses: Campbelltown, Macquarie Fields, Granville, Liverpool, Miller and Wetherill Park. Most TVET courses begin in February. *Should the selected TVET course not run, students will have to study their selected RESERVE Preliminary HSC subject.*

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| **NESA**  **Course Name** | **NESA Course No. &**  **Delivery** | **Course Category and Qualification** | **Campus** | **Day** | **Time** |
| **Animal Studies**  **22/C86C.2** | **58161**  2 units x  2 years | **240hr/Non-ATAR**  Certificate ll in Animal Studies  **Board Endorsed Course** | Campbelltown | Tuesday | 2.00pm to 6.00pm |
| **Automotive**  **(Vehicle Body) Body Repair Technology**  **22/C55.2** | **26011**  2 units x  2 years | **240hr/ATAR**  Certificate II in Automotive Vocational Preparation  **Board Developed Course** | Campbelltown | Tuesday | 2.00pm to 6.00pm |
| **Automotive**  **(Mechanical Technology)**  **22/WP50.1** | **26011**  2 units x  2 years | **240hr/ATAR**  Certificate II in Automotive  Mechanical Technology  **Board Developed Course** | Wetherill Park | Monday | 1.30pm to 5.30pm |
| **Human Services Individual Support (Ageing)**  **22/MF19.2** | **27101**  2 units in Year 11  2 units in Year 12 | **240hr/ATAR**  Certificate III in Individual Support (Ageing)  (Statement of Attainment)  **Board Developed Course** | Macquarie Fields | Tuesday | 2.00pm to 6.00pm |
| **Early Childhood Education and Care**  **22/M24.1** | **41824**  2 units x  2 years | **240hr/Non-ATAR**  (Statement of Attainment)  **Board Endorsed Course** | Miller | Monday | 1.00pm to 5.00pm |
| **Electrotechnology**  **22/G122.1** | **26301**  2 units x  2 years | **240hr/ATAR**  Certificate II in Electro-Technology (Career Start)  **Board Developed Course** | Granville | Monday | 1.00pm to 5.00pm |
| **Fitness**  **22/MF25.2** | **41804**  2 units x  2 years | **240hr/Non-ATAR**  (Statement of Attainment)  **Board Endorsed Course** | Macquarie Fields | Tuesday | 2.00pm to 6.00pm |
| **Floristry (Assistant)**  **22/G80.2** | **54610**  2 units x  1 year | **120hr/Non-ATAR**  (Statement of Attainment)  **Board Endorsed Course** | Granville | Tuesday | 2.00pm to 6.00pm |
| **Hair or Beauty Services**  **(Make up)**  **22/l34.2** | **43900**  2 units x  1 year | **120hr/Non-ATAR**  (Statement of Attainment)  **Board Endorsed Course** | Liverpool | Tuesday | 1.30pm to 5.30pm |
| **Information and Digital Technology – Web and Software Applications**  **22/C90.2** | **27301**  2 units x  2 years | **240hr/ATAR**  (Statement of Attainment)  **Board Developed Course** | Campbelltown | Tuesday | 2.00pm to 6.00pm |
| **Plumbing – Introduction**  **22/M48.2** | **52205**  2 units x  2 years | **240hr/Non-ATAR**  (Statement of Attainment)  **Board Endorsed Course** | Miller | Tuesday | 1.00pm to 5.00pm |
| **Real Estate Practice**  **22/G115.1** | **58085**  2 units x  1 year | **120hr/Non-ATAR**  (Statement of Attainment)  **Board Endorsed Course** | Granville | Monday | 1.00pm to 5.00pm |
| **Salon Assistant**  **22/L35.2** | **65238**  3 units x  1 year | **180hr/Non-ATAR**  Certificate II in Salon Assistant  **Board Endorsed Course** | Liverpool | Tuesday | 1.00pm to 5.30pm |
| **Salon Assistant (Barbering)**  **22/G35B.1** | **65238**  3 units x  1 year | **180hr/Non-ATAR**  Certificate II in Salon Assistant Barbering  **Board Endorsed Course** | Granville | Monday | 12.30pm to 5.30pm |
| **Tourism, Travel and Events (Events)**  **22/C84.2** | **27411**  2 units x  2 years | **240hr/ATAR**  Certificate III in Events  **Board Developed Course** | Campbelltown | Tuesday | 2.00pm to 6.00pm |
| **Tourism, Travel and Events (Tourism)**  **22/C82.2** | **27411**  2 units x  2 years | **240hr/ATAR**  Certificate III in Tourism  **Board Developed Course** | Campbelltown | Tuesday | 2.00pm to 6.00pm |
| **Warehousing Operations**  **22/WP64.1** | **65508**  2 units x  1 year | **120hr/Non-ATAR**  (Statement of Attainment)  **Board Endorsed Course** | Wetherill Park | Monday | 2.00pm to 6.00pm |

1. **NSW Health**

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| **NESA**  **Course name** | **Course Category** | **NESA**  **Course No. &**  **Delivery** | **ATAR** | **Qualification** |
| **Health Services Assistance**  **Delivered by NSW Health at Liverpool or Fairfield Hospital** | Board Developed Course  Category B  (360hrs) | **Year 11**  **2 units**  **Year 12**  **4 units** | Yes | HLT33115  Certificate lll in Health Services Assistance Course  (assisting in nursing work in acute care) |

Students will commence this course in February (starting date to be confirmed). Should students not meet the literacy and numeracy requirements, they will have to study their selected reserve Preliminary HSC subject at school*.*

1. **The Whitehouse Institute of Design, Australia**

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| **NESA**  **Course name** | **Course Category** | **NESA**  **Course No. &**  **Delivery** | **ATAR** | **Qualification** |
| **Design Fundamentals \*\*** | Board Endorsed Course  (240hrs)  *one focus area only below may be chosen:*   * Fashion Visualisation * Interior Decoration Visualisation * Creative Direction Visualisation | **2 units x**  **2 years** | No | Certificate III in Design Fundamentals |
| **\*\***The Whitehouse Design Fundamentals course is held during all school holiday breaks in 2022 and during the January 2023 school holiday break. | | | | |



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| **Good Luck with your decisions** |

* You need to select a minimum of **12 units** when going into **Year 11**. **English is compulsory** and worth **2 units** of study.
* With the remaining 10 units, consider what subjects, we offer and whether or not you want to pursue an ATAR for university entry once you complete Year 12. You will need to also think about having backup (reserve) subjects just in case our school does not have the ability to run all of the subjects you want to study. This sometimes happens because of too few students to form a class or clashes (where two subjects you want to do are running at the same time on the timetable).
* Look into the detailed course descriptions, assessments and expectations for the subjects you like at the Senior Student/Parent Subject Expo and also on Moodle in the Year 10 Careers folder.
* CHECKED, means that you have done such things as speaking with your Careers/Transition Advisers, parents, the teachers who teach the subject and/or senior students. You have checked subject descriptions in this information package, assessments involved and that your selection of subjects meet the HSC ATAR requirements if you are pursuing an ATAR.
* Our school offers Category B subjects. You are able to study two Category subjects but in NSW only ONE Category B subject studied will be counted towards your ATAR. (You must sit the exam for it to go towards ATAR calculation).

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| **Subject** | **Units** | **ATAR (yes/no)** | **Category**  **A/B** | **Checked** |
| English | 2 | YES | A | YES |
| VET Construction | 2 | YES  (must sit exam) | B |  |

**The following pages offer information about the subjects which will be available for Year 11, 2021.**

**All subjects are grouped into their Key Learning Areas. Read these pages CAREFULLY.**

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| **Board Developed Courses Summary and HSC Course Descriptions** |

#### **English (Compulsory)**

#### **English Studies (Board Developed Courses)**

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an **alternative** to the English Standard course and who intend to proceed from school directly into employment or vocational training.

**Prerequisites**

* English Studies is a Stage 6 Board Developed Course (Category B)
* Students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses.
* Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA.
* To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

**Career Pathways**

English Studies will provide students with the skills and knowledge to be active participants as members of the wider community and in the workforce.

**Contact person: Ms Wicks**

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| **Course: English Studies** | **Course No:** 30105 Year 11 English Studies  30115 Year 12 English Studies |
| 2 units for Year 11 and Year 12 Board Developed Course | **Exclusions:** English (Standard); English (Advanced);  English (EAL/D); English (Extension) |
| **Course Description**  In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.  In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. | |
| **Content**  **Year 11**  Students study the mandatory module, ***Achieving through English: English in education, work and community*** to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.  Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.  **Year 12**  The HSC Common Content consists of one module ***Texts and Human Experiences*** which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.  Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module. | |

#### **English (Standard)**

The subject of English (Standard) involves the study and use of language in novels, poetry, drama, film, and multimodal.

**Prerequisites**

Students undertaking English (Standard) must already be competent readers, writers and viewers, capable of expressing themselves in extended written responses and in oral presentations.

**Career Pathways**

Proficiency in English enables students to take their place as confident, articulate communicators, critical and imaginative thinkers and active participants in society. English is essential for all career paths.

**Contact person: Ms Wicks**

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| **Course: English (Standard)** | **Course No:** 11130 |
| 2 units | **Exclusions:** English Studies; English (Advanced); English (EALD); English (Extension) |
| **Course Description**  In the Preliminary English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts.  In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts. | |
| **Main Topics covered Preliminary Course**   * Content common to the Standard and Advanced courses is undertaken through a module called ‘Reading to Write’, which transitions students into Senior English. * Two Modules: **1.** Contemporary Possibilities and **2.** Close Study of Literature   **HSC Course**  The HSC Common Content studies in HSC Standard and the HSC Advanced courses, called ‘Texts and Human Experiences.’ Three Modules: **1.** Language, Identity and Culture **2.** Close Study of Literature and **3.** The Craft of Writing | |
| **Particular Course Requirements**  Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.  Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.  **Text Requirements year 11**   * Students are required to study ONE complex multimodal or digital text in Module A. * Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. * Students are required to consolidate with texts drawn from their own wide reading.   **Text Requirements Year 12**  The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. | |
| Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.  In Year 12, Students are required to closely study **three types of prescribed texts**, one drawn from each of the following categories:   * prose fiction * poetry **OR** drama * film **OR** media **OR** nonfiction   The selection of texts for ***Module C: The Craft of Writing*** does not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in the Common module: Texts and Human Experiences. | |

#### **English (Advanced)**

The subject of English (Advanced) involves the study, use of and interpretations of language in novels, poetry, drama, film, multimodal and Shakespearean drama.

**Prerequisites**

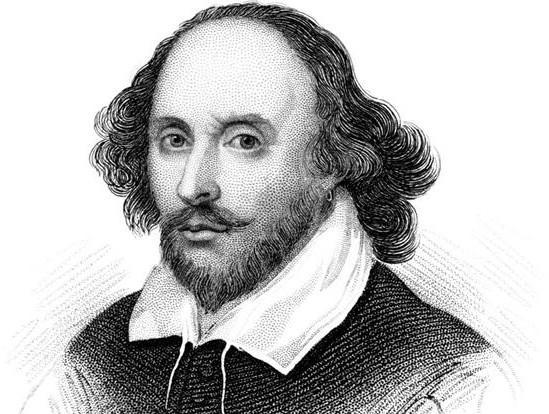
Students undertaking English (Advanced) must be excellent readers, writers and viewers, capable of skilfully and confidently expressing themselves in extended written responses and in oral presentations.

**Career Pathways**

Proficiency in English (Advanced) enables students to take their place as confident, articulate and interpretive communicators, critical and imaginative thinkers and active participants in society. Whilst not being a prerequisite, English (Advanced) allows students seeking further education in the humanities, arts and social sciences significant insights into critical and interpretive theory and practice.

**Contact person: Ms Wicks**

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| **Course: English (Advanced)** | **Course No:** 11140 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** English (Standard); English Studies; English (ESL) |
| **Course Description**  In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.  In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.  In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives | |
| **Main Topics Covered Preliminary Course Year 11 The course has two sections:**  Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.  Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. | |
| **HSC Course - The course has two sections:**  The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.  Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes. | |
| **Particular Course Requirements**  Across the English Advanced Stage 6 course students are required to study:   * a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media, Shakespearean and digital texts.   **Year 11**  **Students are required to study:**   * a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. * a wide range of additional related texts and textual forms.   **Year 12**  **Students are required to study:**   * at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry **or** drama. The remaining text may be film **or** media **or** a nonfiction text **or** may be selected from one of the categories already used * at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing* at least one related text in the *Common module: Texts and Human Experiences*. | |



#### **English (Extension)**

English Extension enables students who are accomplished analytical and imaginative thinkers to refine and expand their understanding and appreciation of literature.

**Prerequisites**

Students who wish to undertake Preliminary Extension English must have a perceptive and critical understanding of literature and enjoy the challenge of exploring texts from analytical perspectives.

Students enrolled in Extension **must also** be enrolled in the Preliminary Advanced Course.

Students wishing to enrol in HSC (Yr12) courses in Extension & Extension II must successfully complete the Preliminary Extension course in Year 11.

**Career Pathways**

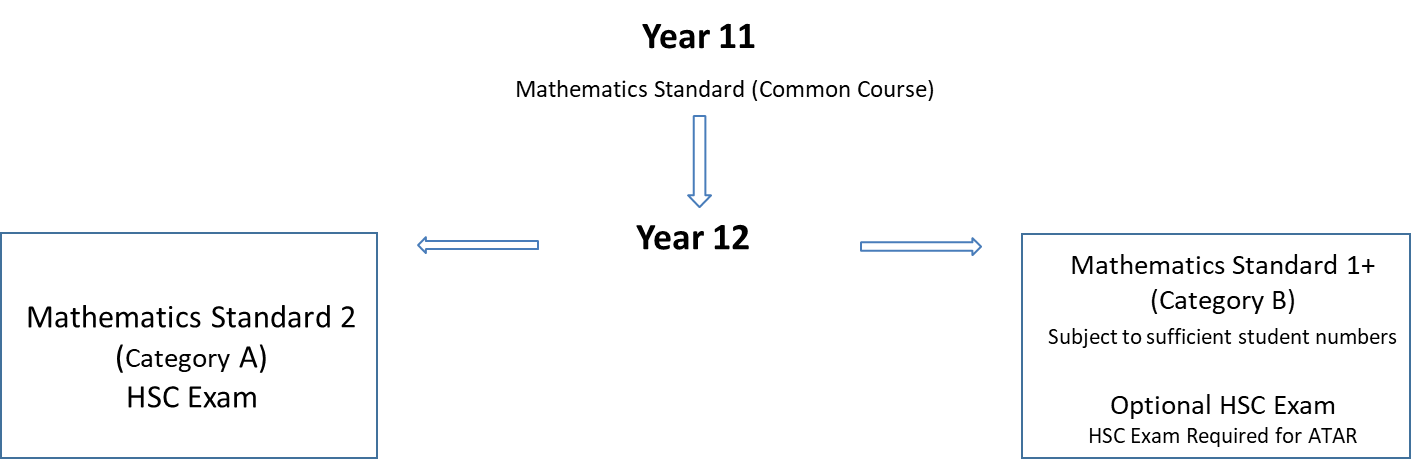
Law, writing, fine arts, academic, communications, politics, arts.

**Contact person: Ms Wicks**

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| **Courses:** Preliminary English Extension HSC English Extension  HSC English Extension 2 | **Course No:** 11150  **Course No:** 15160  **Course No:** 15170 |
| 1 unit of study for each of Preliminary and HSC  **Prerequisites:**   1. **English Advanced** 2. **English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12** 3. **English Extension 1 in Year 12 is a prerequisite for English Extension 2**   **Exclusions: English Standard; English Studies; English EAL/D.**  **Exclusions: English (Standard); English Studies (EALD)** | |
| **Course Description**  In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.  In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.  In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.  In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation. | |
| **Main Topics Covered Year 11**  The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.  **Year 12**  English Extension 1 course – The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. The electives are:   * Literary homelands * Worlds of upheaval * Reimagined worlds * Literary mindscapes * Intersecting worlds   English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement. | |
| **Particular Course Requirements**  **Year 11 students are required to:**   * examine a key text from the past and its manifestations in one or more recent cultures * explore, analyse and critically evaluate different examples of such texts in a range of contexts and media undertake a related research project   **Year 12**  In the English Extension 1 course students are required to study:   * at least **three** prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document) * at least TWO related texts.   In the English Extension 2 course students are required to:  Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.   * Students can choose to compose in ONE of the following forms: * short fiction * creative non-fiction * poetry * critical response * script – short film, television, drama * podcasts – drama, storytelling, speeches, performance poetry * multimedia. | |

#### **Mathematics**

#### **Mathematics Standard (Board Developed Courses)**



**Contact person: Mr Cordin**

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| **Course: Mathematics (Standard)** | **Course No:** 11236 |
| 2 units for Year 11 | **Exclusions:** Mathematics Advanced, Mathematics Extension 1 |
| **Course Description**  A course that emphasises the applications of Mathematics in real life situations (calculus not included). The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course  (Category A). | |
| **Preliminary Course**  **Main Topics Covered / Content**   * Formulae and Equations * Linear Relationships * Measurement * Working with Time * Financial Mathematics * Statistical Analysis | |
| **Particular Course Requirements:** It is assumed that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2. \*Area and Surface Area, Financial Mathematics, Linear Relationships, Non-Lilnear Relationships, Trigonometry, Data Analysis, Equations and Probability. | |

#### **Mathematics Standard 1 & 2**

In Year 12 you can elect to study:

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| **Course: Mathematics (Standard 2)** | **Course No:** 15236 |
| 2 units for Year 12 | **Exclusions:** Mathematics Advanced, Mathematics Extension 1,  Mathematics Extension 2 |
| **Course Description**  A course that emphasises the applications of Mathematics in real life situations (calculus not included). The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course  (Category A). | |
| **HSC Course**  **Main Topics Covered / Content**  Year 12  Topic: Algebra   * Types of Relationships   Topic: Measurement   * Non-right-angled Trigonometry * Rates and Ratios   Topic: Financial Mathematics   * Investments and Loans * Annuities | Topic: Statistical Analysis   * Bivariate Data Analysis * The Normal Distribution   Topic: Networks   * Network Concepts * Critical Path Analysis |

##### OR

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| **Course: Mathematics (Standard 1)** | **Course No:** 30125 |
| 2 units for Year 12  *Subject to student numbers* | **Exclusions:** Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2 |
| **Course Description**  A course that emphasises the applications of Mathematics in real life situations (calculus not included). The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course  (Category A). | |
| **HSC Course**  **Main Topics Covered / Content**  Year 12  Topic: Algebra   * Types of Relationships   Topic: Measurement   * Right-angled Triangles * Rates * Scale Drawings | Topic: Financial Markets   * Investment * Depreciation and Loans   Topic: Statistical Analysis   * Further Statistical Analysis   Topic: Networks   * Networks and Paths |

**Contact person: Mr Cordin**

#### **Mathematics Advanced**

*(students who completed the 5.3 course in Year 10 only)*

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| **Course: Advanced** | **Course No:** Year 11 11255  Year 12 15255 | |
| 2 units for Year 11  2 units for Year 12 | **Exclusions:** Mathematics Standard | |
| **Course Description**   * The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. * The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. | | |
| **Course Content**  The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are: | | |
| **Preliminary Course**  **Main Topics Covered / Content**  Year 11  Topic: Functions   * Working with Functions   Topic: Trigonometric Functions   * Trigonometry and Measure of Angles * Trigonometric Functions and Identities   Topic: Calculus   * Introduction to Differentiation   Topic: Exponential and Logarithmic Functions   * Logarithms and Exponentials   Topic: Statistical Analysis   * Probability and Discrete * Probability Distributions | | **HSC Course**  Year 12  Topic: Functions   * Graphing Techniques   Topic: Calculus   * Differential Calculus * The Second Derivative * Integral Calculus   Topic: Financial Mathematics   * Modelling Financial Situations   Topic: Statistical Analysis   * Descriptive Statistics and Bivariate Data Analysis * Random Variables |
| **Particular Course Requirements:**  The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the substrands of Stage 5.3. | | |

**Contact person: Mr Cordin**

#### **Mathematics Extension and Mathematics Extension 1**

*(students who completed the 5.3 course in Year 10 only)*

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| **Course: Mathematics (Extension) Mathematics (Extension 1)** | **Course No:**  11250 Year 11 Mathematics Extension  15250 Year 12 Mathematics Extension 1 | |
| 1 unit for Year 11  1 unit for Year 12 | **Exclusions:** Students may **not** study the Mathematics Extension course in conjunction with the Mathematics Standard course. Students may **not** study the Mathematics Extension 1 course in  conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course. | |
| **Course Description**   * The Mathematics Extension Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. * The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course. | | |
| **Course Content**  The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are: | | |
| **Preliminary Course**  **Main Topics Covered / Content**  Year 11  Topic: Functions   * Further work with Functions * Polynomials   Topic: Trigonometric Functions   * Inverse Trigonometric Functions * Further Trigonometric Identities   Topic: Calculus   * Rates of Change   Topic: Combinatorics   * Working with Combinatorics | | **HSC Course**  Year 12  Topic: Proof   * Proof by Mathematical Induction   Topic: Vectors   * Introduction to Vectors   Topic: Trigonometric Functions   * Trigonometric Equations   Topic: Calculus   * Further Calculus Skills * Applications of Calculus   Topic: Statistical Analysis   * The Binomial Distribution |
| **Particular Course Requirements:**  The Mathematics Extension Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the substrands of Stage 5.3. | | |

**Contact person: Mr Cordin**

#### **Mathematics Extension 2**

*(students who completed the Mathematics Extension 1 course in year 11 only)*

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| **Course: Mathematics (Extension2)** | **Course No:**  15260 Year 12 Mathematics Extension 2 |
| 1 unit for Year 12 | **Exclusions:** Students may **not** study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course. |
| **Course Description**   * The Mathematics Extension Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. * The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course. | |
| **Course Content**  The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are: | |
| **HSC Course**  **Main Topics Covered / Content**  Year 12  Topic: Proof   * The Nature of Proof * Further Proof by Mathematical Induction   Topic: Vectors   * Further Work with Vectors   Topic: Complex Numbers   * Introduction to Complex Numbers * Using Complex Numbers   Topic: Calculus   * Further Integration   Topic: Mechanics   * Applications of Calculus to Mechanics | |
| **Particular Course Requirements:**  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. | |

**Contact person: Mr Cordin**

#### **Science**

**At****most, 6 units of courses in Science can count towards HSC eligibility**

#### **Biology**

Biology is the experimental science which studies living organisms. Material covered in the Core is: cells; the chemistry of life; genetics; ecology and evolution; human health and physiology. Biology provides students with an understanding of the concepts explaining the functioning, origins and evolution of living things. Biology assists students to recognise their responsibility to conserve, protect, maintain and improve the quality of all environments for future generations. It enables students to understand and make informed choices about new technology such as genetic engineering. Studying Biology can lead to future advantages for careers such as nursing, PD/H/PE teachers, medical technicians, marine biologists, paramedics, horticulturists, primary and early childhood teaching.

**Prerequisites**

Students need a sound level of achievement in the Record of School Achievement. Students need a high level of achievement in the following; problem solving skills, data presentation skills, data analysis skills, data interpretation skills, laboratory skills and computer skills. Learning activities will include laboratory practicals, research investigations and field excursions.

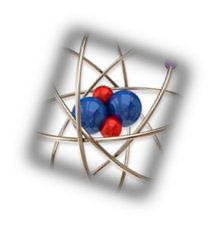
**Career Pathways**

This course enables students to develop a strong biological knowledge which can assist in a wide variety of courses, including nursing, massage, medical sciences, environmental science, marine science and teaching**.**

**Contact person: Mr Brame**

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| **Course: Biology** | **Course No:**  Biology Year 11 11030  Biology Year 12 15030 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Students can undertake a maximum of six units of Science in Year 11 and an additional extension unit in Year 12 |
| **Course Description**  The study of Biology in Stage 6 will enable you to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying skills processes and practical experiences, the course aims to examine how biological practices are developed and used. | |
| **Preliminary Course Core Modules**   * Cells as the Basis of Life * Organisation of Living Things * Biological Diversity * Ecosystem Dynamics | **HSC Course Core Modules**   * Heredity * Genetic Change * Infectious disease * Non-infectious disease and disorders |
| **Particular Course Requirements**  **Practical Investigations**  Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and the Year 12 courses and must occupy a minimum of 70 hours, 35 hours of course time each year, including time allocated to practical investigations in depth studies.Practical investigations include:   * undertaking laboratory experiments, including the use of appropriate digital technologies * fieldwork.   **Secondary-sourced investigations include:**   * locating and accessing a wide range of secondary data and/or information * using and reorganising secondary data and/or information. **One fieldwork exercise must be completed in Year 11. 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. | |

#### **Chemistry**

Chemistry provides students with an understanding of matter and its interactions. It focuses on investigating the physical and chemical properties of substances, chemical reactions and processes and the interaction of matter and energy in order to develop an understanding of the applications of chemistry in technology, society and the environment. Laboratory work is an integral part of the course and has a direct bearing on the student's growing body of descriptive and theoretical chemistry. Studying Chemistry can lead to future advantages in career paths involving Science-based University courses (eg medicine, medical therapy, pharmacy, and industrial chemistry) as well as careers including paramedics, nurses, and environmental and agricultural scientists.

**Prerequisites**

Students need a high level of achievement in the ROSA.

Students need a high level of achievement in the following; problem solving skills, data presentation skills, data analysis skills, data interpretation skills, laboratory skills and computer skills. Learning activities will include laboratory practicals, research investigations and field excursions.

**Career Pathways**

This course enables students to develop a strong chemical knowledge and understanding, which can assist students who wish to follow scientific, engineering or related vocations in a wide variety of careers including pharmaceutical, engineering, piloting, environmental science and medical science.

**Contact person: Mr Brame**

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| **Course: Chemistry** | **Course No:** 15050 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Students can undertake a maximum of six units of Science in Year 11 and an additional extension unit in Year 12 |
| **Course Description**  Chemistry is everywhere in the world around you! It's in the food you eat, clothes you wear, water you drink, medicines, air, cleaners... you name it. Knowledge of the nature of chemicals and chemical processes therefore provides insights into a variety of physical and biological phenomena. Studying chemistry is worthwhile because it provides an excellent basis for understanding the physical universe we live in. Chemistry sometimes is called the "central science" because it connects other sciences to each other, such as biology, physics, geology and environmental science.  The study of Chemistry in Stage 6 will enable you to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying skills processes and practical experiences, the course aims to examine how chemical theories, models and practices are used and developed. | |
| **Preliminary Course Core Modules**   * Properties and Structure of Matter * Introduction to Quantitative Chemistry * Reactive Chemistry * Drivers of Reactions | **HSC Course Core Modules**   * Equilibrium and Acid Reactions * Acid/base reactions * Organic Chemistry * Applying Chemistry |
| **Particular Course Requirements**  **Practical Investigations**  Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and the Year 12 courses and must occupy a minimum of 70 hours, 35 hours of course time each year, including time allocated to practical investigations in depth studies. Practical investigations include:   * undertaking laboratory experiments, including the use of appropriate digital technologies * fieldwork.   **Secondary-sourced investigations include:**   * locating and accessing a wide range of secondary data and/or information * using and reorganising secondary data and/or information.   **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. | |

#### **Earth and Environmental Science**

This course involves the study of the Earth and its processes in order to provide an understanding of systems and processes in both aquatic and terrestrial environments. It explores changes that have occurred during Earth’s history and the evolution of organisms since the origin of life on Earth. There is a particular importance placed on the local environment and the unique nature of the Australian environment.

This course is particularly useful for students who wish to work in the fields of land management or wildlife conservation (eg, National Parks and Wildlife).

**Prerequisites**

Students need a sound level of achievement in the Record of School Achievement. Students need a high level of achievement in the following; problem solving skills, data presentation skills, data analysis skills, data interpretation skills, laboratory skills and computer skills. Learning activities will include laboratory practicals, research investigations and field excursions.

**Career Pathways**

This course enables students to develop a strong earth and environmental knowledge which can assist in a wide variety of courses including; environmental science and management, marine science, zoo keeping, park ranger, laboratory work, geology, geophysics, engineering, toxicology, chemistry, meteorology, architecture, microbiology and teaching**.**

**Contact person: Mr Brame**

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| **Course: Earth & Environmental Science** | **Course No:** 15100 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Students can undertake a maximum of six units of Science in Year 11 and an additional extension unit in Year 12 |
| **Course Description**  The study of Earth and Environmental Science in Stage 6 will enable you to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of Earth over time. Through applying skills process and practical experiences, the course aims to examine how earth and environmental science models and practices are used and developed. | |
| **Preliminary Course Core Modules**   * Earth’s Resources * Plate Tectonics * Energy Transformations * Human Impacts | **HSC Course Core Modules**   * Earth’s Processes * Hazards * Climate Science * Resource Management |
| **Particular Course Requirements**  **Practical Investigations**  Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and the Year 12 courses and must occupy a minimum of 70 hours, 35 hours of course time each year, including time allocated to practical investigations in depth studies. Practical investigations include:   * undertaking laboratory experiments, including the use of appropriate digital technologies * fieldwork.   **Secondary-sourced investigations include:**   * locating and accessing a wide range of secondary data and/or information * using and reorganising secondary data and/or information.   **One fieldwork exercise must be included in both Year 11 and Year 12. 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. | |

#### **Physics**

Physics provides students with an understanding of energy, matter and their interrelationships. It focuses on investigating natural phenomena and then applying patterns, models (including mathematical ones), principles, theories and laws to explain the physical behaviour of the universe. The study of physics provides students with an understanding of the systems that are the basis of the development of technological applications.

Studying physics can lead to future advantages in career paths involving University courses in Science or Engineering as well as careers including electricians, electronic technicians, computer programmers and building supervisors.

**Prerequisites**

Students need a high level of achievement in the Record of School Achievement.

Students need a high level of achievement in the following; problem solving skills, data presentation skills, data analysis skills, data interpretation skills, laboratory skills and computer skills. Learning activities will include laboratory practicals, research investigations and field excursions.

**Career Pathways**

This course enables students to develop a strong knowledge and understanding of physical science which can assist in a wide range of careers including engineering, piloting, astronomy, medical science and radiography.

**Contact person: Mr Brame**

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| **Course: Physics** | **Course No: 15330** |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Students can undertake a maximum of six units of Science in Year 11 and an additional extension unit in Year 12 |
| **Course Description**  The study of Physics in Stage 6 will enable you to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables you to apply skills processes and practical experiences to examine physics models and practices and their applications.. | |
| **Preliminary Course**  **Core Modules**   * Kinematics * Dynamics * Waves and Thermodynamics * Electricity and Magnetism | **HSC Course**  **Core Modules**   * Advanced Mechanics * Electromagnetism * The Nature of Light * From the Universe to the Atom |
| **Particular Course Requirements:**  **Practical Investigations**  Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and the Year 12 courses and must occupy a minimum of 70 hours, 35 hours of course time each year, including time allocated to practical investigations in depth studies.  Practical investigations include:   * undertaking laboratory experiments, including the use of appropriate digital technologies * fieldwork.   **Secondary-sourced investigations include:**   * locating and accessing a wide range of secondary data and/or information * using and reorganising secondary data and/or information.   **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. | |

#### **HSIE (Human Society and its Environment)**

***Ancient History***

This subject examines the foundations of human civilisations – the remarkable individuals, behaviour, events and societies of the ancient world. Archaeology, science and history provide the evidence to help us reconstruct the past and its legacy.

**Prerequisites**

An ability and willingness to read widely and communicate in written forms with detail and accuracy.

**Career Pathways**

Historian, university lecturer, archaeologist, teacher, author, journalist, lawyer, museum curator, librarian, researcher, tourism, government, psychology, researcher, analyst.

**Contact person: Mr Griffiths**

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| **Course: Ancient History** | **Course No: 15020** |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** NIL |
| **Course Description**  The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.  The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past. | |
| **Main Topics Covered Year 11 Course**:   * Part I: Investigating Ancient History (50%) * The Nature of Ancient History: - Cultural Heritage and the Role of Museums  - The Treatment and Display of Human Remains * Case Studies: Tutankhamun’s Tomb and Persepolis * Part II: Features of Ancient Societies (30%) * Part III: Historical Investigation (20%)   The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest.  **Year 12 Course**:   * **Part I: Core Study:** Cities of Vesuvius – Pompeii and Herculaneum (25%) * **Part II:** ONE Ancient Society - Spartan Society (25%) * **Part III:** ONE Personality in their Times – Agrippina (25%) * **Part IV:** ONE Historical Period – Augustan Age (25%) | |

#### **Business Studies**

A study of how businesses operate. It examines the role, nature and structure of business, as well as the role of management.

**Prerequisites**

Mathematical ability for financial area of study; ability to analyse data; report writing skills.

**Career Pathways**

Clerical work, accounting, management, banking, tax consultant, auditor, marketing, finance management, human relations, consulting and recruitment, running your own business, accounts manager, sales manager, financial advisers, financial planner.

**Contact person: Ms Sahid**

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| **Course: Business Studies** | **Course No:** 15040 |
| 2 units for each of Preliminary and HSC  Board Developed Course | **Exclusions:** NIL |
| **Course Description**  Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.  Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society. | |
| **Preliminary Course**   * Nature of Business – the role and nature of business * Business Management – the nature and responsibilities of management * Business Planning – establishing and planning a small to medium enterprise.   **HSC Course**   * Operations – strategies for effective operations management * Marketing – development and implementation of successful marketing strategies * Finance – financial information in the planning and management of business * Human Resources – the contribution of human resources to business performance. | |

#### **Economics**

A study about how we work towards higher living standards. It examines problems such as inflation, unemployment, growth, sustainable use of our resources, debt and how we work to solve them.

**Prerequisites**

Sound mathematical ability; analytical skills; ability to discuss issues; extensive writing skills; research.

**Career Pathways**

Economist, stockbroker, futures trader, banker, accountant, economics/law, commerce/law, politics, lobbyist, consultancy, business management and planning, government adviser, Treasury.

**Contact person: Ms Sahid**

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| **Course: Economics** | **Course No:** 15110 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** NIL |
| **Course Description**  Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students’ knowledge and understanding of how the global and Australian economy operates. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course. | |
| **Preliminary Course**   * Introduction to Economics – the nature of economics and the operation of an economy * Consumers and Business – how decisions are made by consumers and businesses with the choices they face * Markets – the role of markets, demand, supply and competition * Labour Markets – the workforce and role of labour in the economy * Financial Markets – how financial markets operate and the role of the RBA on interest rates * Government in the Economy – the role of government in the Australian economy.   **HSC Course**   * The Global Economy – features of the global economy and globalisation * Australia’s Place in the Global Economy – the effects of changes in the global economy on Australia * Economic Issues – the nature, causes and consequences of issues in the Australian economy * Economic Policies and Management – the aims and operation of policies in the Australian economy. | |

#### **Geography**

Senior Geography develops students’ knowledge, understanding, skills and attitudes in relation to how people interact with the environment, the consequences of these interactions and the resulting need for management.

**Prerequisites**

Research skills; ability to write clear and well-structured extended responses; ability to think logically and have good problem-solving skills; have a good knowledge of basic geographical concepts and skills.

**Career Pathways**

Town planning, environmental studies, land and water management, tourism, national parks and wildlife, rangers, horticulture, agriculture, meteorologists, cartography, archaeologist, soil conservationist, environmental scientist, environmental educator, political lobbyist in environmental matters.

**Contact person: Ms Sahid**

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| **Course**: **Geography** | **Course No:** 15190 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** NIL |
| **Course Description**  The Preliminary course investigates biophysical and human geography and develops students’ knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.  The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers’ contribution to understanding our environment and demonstrates the relevance of geographical study. | |
| **Preliminary Course**   * Biophysical Interactions – how biophysical processes contribute to sustainable management. Global Challenges – geographical study of issues at a global scale. * Senior Geography Project – a geographical study of student’s own choosing.   **HSC Course**   * Ecosystems at Risk – the functioning of ecosystems, their management and protection. * Urban Places – study of cities and urban dynamics. * People and Economic Activity – geographic study of economic activity in a local and global context.   **Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration. | |
| **Particular Course Requirements**  Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses. | |

#### **History Extension**

History Extension focuses on intellectual challenge through the study of historiography. It essentially engages and develops critical and reflective thinking skills.

**Prerequisites**

Either Ancient or Modern History must be studied. This course assumes excellence in reading, comprehension and written expression.

**Career Pathways**

History Extension is of particular value for students planning tertiary study as it develops independent thinking, resilience and discipline. Awareness of academic rigour and thought provides mental flexibility

– an attribute which enables students to transfer higher order thinking from one discipliner to another.

**Contact person: Mr Griffiths**

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| **Course: Geography** | **Course No:** 15280 |
| 1 unit HSC  Board Developed Course | **Exclusions:** NIL |
| **Course Description**  History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part I of the course, students investigate the question ‘What is history?’ through a selection of readings and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry. | |
| **Main Topics Covered**  **Part I: What is History?** (65% of course time)  Key questions:   * Who are the historians? * What are the aims and purposes of history? * How has history been constructed and recorded over time? Why have the approaches to history changed over time?   Students will investigate **one** case study from a selection of ancient, medieval and early modern, modern and Australian options.  **Part II: History Project** (35% of course time)  An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log. | |
| **Particular Course Requirements**  The Year 11 course in Modern or Ancient History is a prerequisite for the Year 12 History Extension course. | |

#### **Legal Studies**

A study of the role of law and legal institutions in society by reviewing selected legal rules, institutions and processes at domestic and international levels.

**Prerequisites**

An ability to comprehend and write texts – no particular subject required as a prerequisite. Ability to think critically about particular issues and argue a point of view.

**Career Pathways**

Opportunities to pursue studies in law or related professions at tertiary level. A legal related degree can lead to working in government, business, clerical work, and many other legal professions.

**Contact person: Mr Griffiths**

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| **Course: Legal Studies** | **Course No:** 15220 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** NIL |
| **Course Description**  The Preliminary course develops students’ knowledge and understanding of the nature and functions of law and law-making, the development of Australian and International legal systems, the Australian constitution and law reform. It examines an individual’s rights and responsibilities, how disputes are resolved and examines contemporary issues concerning the use of technology. Students have the opportunity to investigate current issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.  The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform. | |
| **Year 11 Course**   * Part I – The Legal System (40% of course time) * Part II – The Individual and the Law (30% of course time) * Part III – The Law in Practice (30% of course time)   The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. **This section may be integrated with Part I and Part II.**  **Year 12 Course**   * Core Part I: Crime (30% of course time) * Core Part II: Human Rights (20% of course time) * Part III: Two options (50% of course time)   **Two** options are chosen from:   * Consumers * Global environment and protection * Family * Indigenous peoples * Shelter * Workplace * World order   Each topic’s **themes and challenges** should be integrated into the study of the topic. | |
| **Particular Course Requirements:** Nil | |

#### **Modern History**

Modern History develops knowledge and understanding of the world today through the examination of key features, issues, individuals and events from the eighteenth century to the present.

**Prerequisites**

Skills – essay writing skills, research skills, oral presentations, historical inquiry (i.e. source analysis, evaluation).

**Career Pathways**

History teacher, university lecturer, librarian, museum curator, journalist, government, researcher, analyst, author.

**Contact person: Mr Griffiths**

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| **Course: Modern History** | **Course No:** 15270 |
| 2 units for each of Year 11 and Year 12 Board Developed Course | **Exclusions:** NIL |
| **Course Description**  The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.  The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world. | |
| **Main Topics Covered**  **Year 11 Course**   * **Part I:** Investigating Modern History (50%)   Case Study: the Decline and Fall of the Romanov Dynasty, the Cuban Revolution and/or the Boxer Rebellion of China.   * **Part II:** Historical Investigation (20%)   The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group.   * **Part III:** Shaping of the Modern World: A source-based approach to studying World War One or the French Revolution. (30%)   **Year 12 Course**   * **Part I: Core Study:** Power and Authority in the Modern World 1919–1946 (25%) * **Part II:** ONE National Study (25%)-Russia and the Soviet Union 1917-1941 * **Part III:** Peace and Conflict (25%) - Conflict in Europe 1935-1945 or Conflict in Indochina 1954- 1979   **Part IV:** Change in the Modern World (25%) - The Cultural Revolution to Tiananmen Square 1966–1989 or Civil Rights in the USA 1945-1968 | |

#### **Society and Culture**

The central concern of Society and Culture is the interaction of persons, societies, cultures, environments and time.

**Prerequisites**

Ability to write clear and well-structured responses; high level of social literacy and tolerance; ability to share, through discussions, personal experiences in group situations; research skills.

**Career Pathways**

Social work, sociology, anthropology, psychology, journalism, politics, communications, policing, teaching, counselling, youth worker, politics.

**Contact person: Ms Sahid**

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| **Course: Society & Culture** | **Course No:** 15350 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** NIL |
| **Course Description**  Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they 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. The research findings are presented for external assessment in the Personal Interest Project (PIP). | |
| **Preliminary Course**   * The Social and Cultural World – the interaction between aspects of society and cultures * Personal and Social Identity – socialisation and the development of personal social and cultural identity. * Intercultural Communication – how people in different cultures interact and communicate and perceive the world around them.   **HSC Course Core**   * Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country * The Personal Interest Project – an individual research project.   **Depth Studies**  Two to be chosen from:   * Popular Culture – the interconnection between individuals and popular culture * Belief Systems and Ideologies – role of belief systems and ideologies in societies, cultures and personal life * Social Inclusion and Exclusion – the nature of social inclusion and exclusion and the implications for people * Social Conformity and Non-Conformity- influences on attitudes and behaviours that lead to the formation of groups and the factors influencing conformity and non-conformity. | |
| **Particular Course Requirements**  Completion of Major work - Personal Interest Project (5000 word limit) submitted to NESA. This counts towards 40% of the HSC Mark. | |

#### **PDHPE**

***Community and Family Studies***

Is broadly about the wellbeing of individuals, families and communities and how they are affected by influences in society.

**Prerequisites**

Research and ability to work independently is a major component of this course. Good writing skills essential as students are required to be able to collect, analyse and organise information, solve problems to practical life situations.

**Career Pathways**

Social work, childcare, counselling, psychology, sociology, primary and early childhood teaching community support services.

**Contact person: Mr Carrozza**

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| **Course: Community and Family Studies** | **Course No:** 15060 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** NIL |
| **Course Description**  Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities. | |
| **Main Topics overed Preliminary Course**   * **Resource Management** Basic concepts of the resource management process (approximately 20% of course time). * **Individuals and Groups** The individual’s roles, relationships and tasks within groups (approximately 40% of course time). * **Families and Communities** Family structures and functions and the interaction between family and community (approximately 40% of course time).   **HSC Course**   * **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). * **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time). * **Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).   **HSC Option Modules**  Select **one** of the following (approximately 25% of course time):   * **Family and Societal Interactions -** Government and community structures that support and protect family members throughout their lifespan. * **Social Impact of Technology -** The impact of evolving technologies on individuals and lifestyle. * **Individuals and Work -** Contemporary issues confronting individuals as they manage roles within both their family and work environments. | |
| **Particular Course Requirements**  Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management. | |

**Personal Development, Health and Physical Education** 

Involves students learning about and practicing ways of maintaining an active healthy lifestyle; improving their health and also the science about movement and improving sports performance.

**Prerequisites**

Fundamentally a theoretical course which suits students who have good writing ability and are interested in health, improving health; the science of movement and sports performance.

**Career Pathways**

Paramedical, recreational, movement and health sciences (e.g. physiotherapy, nursing, teaching, coaching), emergency services, police, sports journalism, sports psychology, dietitian/nutritionist.

**Course Material costs**

**Contact person: Mr Carrozza**

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| **Course: Personal Development, Health and Physical Education** | **Course No:** 15320 | |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** NIL | |
| **Course Description**  The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.  In the HSC course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society. | | |
| **Preliminary Course**  **Core Topics** (60%)   * Better Health for Individuals * The Body in Motion   **Optional Component** (40%)  Students select **two** of the following options:   * First Aid * Composition and Performance * Fitness Choices * Outdoor Recreation | | **HSC Course**  **Core Topics** (60%)   * Health Priorities in Australia * Factors Affecting Performance   **Optional Component** (40%)  Students select **two** of the following options:   * The Health of Young People * Sport and Physical Activity in Australian Society * Sports Medicine * Improving Performance * Equity and Health |
| **Particular Course Requirements**  In addition to core studies, students select **two** options in each of the Preliminary and HSC courses. | | |

**Creative Arts**

***Dance***

The study of Dance in Stage 6 provides students with the opportunity to undertake a study of Dance as an art form. Students study three interrelated components; Performance, Composition and Appreciation and develop their understanding of dance practice in relation to a wider appreciation of dance artists and their work. Students undertake an in-depth study of dance in a major study of one of the three components. (dance training and style (performance), the compositional process and the formal qualities of a dance (dance composition) and dances as works of art (appreciation).

**Prerequisites**

Students studying Dance for the HSC bring a variety of prior learning experiences with them, ranging from extensive dance training outside school hours, the study of the *Dance 7–10 Syllabus* for 100 or 200 hours, or no experience at all.

**Career pathways:**

Choreographer, Dancer, Dance Teacher, Community Dance Teacher, Dance Therapist, Reporter, Journalist, Dance Critic, Musical Theatre Performer and Film Director

**Contact person: Mr Faga**

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| **Course: Dance** | **Course No:** 15070 | |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. | |
| **Course Description**  There is a developmental progression in content and outcomes from the *Dance 7–10 Syllabus* to the *Dance Stage 6 Syllabus*, and the outcomes of the Preliminary and HSC courses represent a higher level of achievement. Stage 6 Dance is structured through the interrelated components of Performance, Composition and Appreciation.  **Preliminary Course**  Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience, however, experience is not a requirement. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.  **HSC Course**  Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology. | | |
| **Preliminary Course**  Components to be completed are:   * Performance (40%) * Composition (20%) * Appreciation (20%) * Additional (20%)(to be allocated by the teacher to suit the specific circumstances/context of the class). | | **HSC Course**  Components to be completed are:   * Core (60%) * Performance 20% * Composition 20% * Appreciation 20% * Major Study (40%) Performance, Composition, Appreciation or Dance and Technology. |
| **Particular Course Requirements**  The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.  The published *Course Prescriptions*, which may change in total or in part every three years, indicate  works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation. | | |

**Drama** 

Drama is an art form that communicates strongly to an audience and explores cultural, ethical and spiritual belief. Drama requires theoretical study and practical performance.

**Prerequisites**

Students undertaking drama should be competent performers, interact with others, have high organisational abilities and face challenges with interest. Year 9/10 Drama is NOT a prerequisite.

**Career Pathways**

Acting and performing, sales and marketing, communications and journalism, education, hospitality and tourism.

**Course Material costs**

The fee associated with this course is $50.00.

**Contact person: Mr Faga**

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| **Course: Drama** | **Course No:** 11090 | |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Projects developed for an assessment in one subject are not to be used either in full or in part for assessment in any other subject. | |
| **Course Description**  Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.  **Preliminary Course**  Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.  **HSC Course**  Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.  The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.  For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis **or** Design **or** Performance **or** Script-writing **or** Video Drama. | | |
| **Main Topics Covered**  **Preliminary Course**   * Improvisation, Play building, Acting * Elements of Production in Performance * Theatrical Traditions and Performance Styles | | **HSC Course**   * Australian Drama and Theatre (Core Content) * Studies in Drama and Theatre * Group Performance (Core Content) * Individual Project |
| **Particular Course Requirements**  The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing individual projects. | | |

**Music 1**

Develop skills in Performance, Composition, Musicology (history & styles of music) and aural (listening) in this very practical subject.

**Prerequisites**

This is a course for students who are willing to expand their passion for music and will dedicate time to practice regularly on their chosen instrument. You must be prepared to perform in front of an audience on a regular basis**.**

**Course Material Costs**

The fee associated with this course it $60.00.

**Career Pathways**

Recording engineer, music therapist, print music publisher, booking agent, music critic and journalist, radio programmer, film scorer and many more.

**Contact person: Mr Faga**

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| **Course: Music 1** | **Course No:** 15290 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Music 2 |
| **Course Description**  In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. | |
| **Main Topics Covered**  Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres. | |
| **Particular Course Requirements**  **HSC course**  In addition to core studies in performance, composition, musicology and aural, students select **three** electives from any combination of performance, composition and musicology. These electives must represent **each** of the three topics studied in the course.  Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. | |

**Visual Arts** 

Visual arts is a subject that explores the world through content, context in visual, theoretical and practical ways. Students should choose this subject if they enjoy; being creative, learning about artists, problem solving, individuality, independence, challenges, approaching tasks in a different way.

**Prerequisites**

Students need to have a desire to experiment, think and utilise ideas, in interesting and creative ways. Students will research and develop ideas into artworks and be able to express ideas with clarity, show argument and evaluate in written forms.

**Career Pathways**

Artist, Illustrator, Art Teacher, Interior Designer, Museum or Gallery Curator, Graphics, Architecture, Fashion Designer.

**Course Material costs**

There is a fee associated with this course is $120.00.

**Contact person: Mr Faga**

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| **Course: Visual Arts** | **Course No:** 15400 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. |
| **Course Description**  Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a ‘Body of Work’ in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with no prior knowledge and experience in Visual Arts. Through Art Historical and Art Critical study students will have the opportunity to learn about a variety of artists and artworks. They will develop an informed view in many worldly topics and issues. This informed view then translates into the students’ artmaking practice, where students have the opportunity to create artworks that communicate their own ideas. | |
| **Preliminary Course** learning opportunities focus on:   * the nature of practice in artmaking, art criticism and art history through different investigations * the role and function of artists, artworks, the world and audiences in the artworld * the different ways the visual arts may be interpreted and how students might develop their own informed points of view * how students may develop meaning and focus and interest in their work * building understandings over time through various investigations and working in different forms.   **HSC Course** learning opportunities focus on:   * how students may develop their practice in artmaking, art criticism, and art history * how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations * how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations * how students may further develop meaning and focus in their work. | |
| **Particular Course Requirements Preliminary Course:**   * Artworks in at least two expressive forms and use of a process diary * a broad investigation of ideas in art making, art criticism and art history.   **HSC Course:**   * development of a body of work and use of a process diary * a minimum of five Case Studies * deeper and more complex investigations in art making, art criticism and art history. | |

**Technology**

***Design and Technology***

Design and Technology Stage 6 is a 2-unit category A - HSC course. It will provide students with skills, knowledge and understanding associated with a study of Design, its practices and associated methodologies. The subject promotes economic and global-awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working in teams. Design and Technology enables the development of conceptual understanding, with the ability to creatively apply these to a specific technological endeavour through personal design projects.

**Prerequisites**

There is no prerequisite for this course. Students are required to have good literacy skills.

**Career Pathways**

Students undertaking Design and Technology will have the opportunity to follow a number of pathways. These include tertiary, vocational education and training, and the world of work. (Design Engineer, product Design and Manufacture, Software Design, Textiles Design, etc).

**Course Material costs**

The fee associated with this course is $50.00.

**Contact person: Mr Miller**

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| **Course: Design and Technology** | **Course No:** 150780 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Nil |
| **Course Description**  The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands- on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and include evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.  The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society. | |
| **Main Topics Covered Preliminary Course**  Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, work health and safety, evaluation, and manipulation of materials, tools and techniques.  **HSC Course**  Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation. | |
| **Particular Course Requirements**  In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. In the HSC course students complete a Major Design Project and a case study of an innovation. | |

**Engineering**

Engineering Studies provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global-awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team. Engineering Studies is unique in that it develops knowledge and understanding of the profession of engineering also providing an opportunity to integrate the science and mathematics discipline.

**Prerequisites**

There is no prerequisite for this course. Students are required to have good Mathematics and literacy skills.

**Career Pathways**

Students undertaking Engineering Studies will have the opportunity to follow a number of pathways. These include tertiary, vocational education and training, and the world of work. Engineer (civil, mechanical etc.), building inspector, draftsman, scientist, builder, designer.

**Course Material costs**

The fee associated with this course is $35.00.

**Contact person: Mr Miller**

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| **Course: Engineering** | **Course No:** 15120 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Nil |
| **Course Description**  Both Preliminary and HSC courses offer students’ knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering. | |
| **Main Topics Covered Preliminary Course**  Students undertake the study and develop an engineering report for each of 4 modules:   * Engineering Fundamentals * Engineered Products * Braking Systems * Bio Engineering   **HSC Course**  Students undertake the study and develop an engineering report for each of 4 modules:   * Civil Engineering * Personal and Public Transport * Aeronautical Engineering * Telecommunications | |
| **Particular Course Requirements**  Students develop an engineering report for each module studied.  At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work. | |

**Food Technology**



Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society.

**Prerequisites**

There are no prerequisites for the study of Food Technology.

**Career Pathways**

Dietitian, nutritionist, food journalist, food technologist, health educator, home economist, dairy technologist, human resource manager, teaching, secondary welfare worker, quality controller, food process worker, food stylist, health promotion practitioner, health food inspector.

**Course Material costs**

The fee associated with this course is $80.00.

**Contact person: Mr Miller**

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| **Course: Food Technology** | **Course No:** 15180 | |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Nil | |
| **Course Description**  The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.  The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preservation, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course. | | |
| **Main Topics Covered**  **Preliminary Course**   * Food availability and Selection (30%) * Food Quality (40%) * Nutrition (30%) | | **HSC Course**   * The Australian Food Industry (25%) * Food Manufacture (25%) * Food Production Development (25%) * Contemporary Nutrition Issues (25%) |
| **Particular Course Requirements** In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.  It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand. | | |

**Industrial Technology**

This subject provides students with the opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in both the industrial and domestic setting. This subject provides students with a choice of different focus areas. You can choose **ONLY ONE** of the following focus areas. The focus areas offered at our school are Industrial Technology – Timber Products and Industrial Technology – Multimedia.

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| **Course: Industrial Technology** | **Course No:** 15200 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Some Industry Focus areas 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 factors, personnel issues, 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 Related Manufacturing Technology (25%) | |
| **Particular Course Requirements**  In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry. | |

**Industrial Technology – Timber Products**

This focus area provides opportunities for students to develop knowledge, understanding and skills in woodwork. The major focus is on the development and construction of quality practical projects, together with design folios. There are no formal prerequisites for this course; students who have done Industrial Technology in Years 9 and 10 will have a distinct advantage.

**Career Pathways**

Career pathways include cabinetmaking, wood machinist, carpentry, project management, shop fitting and building related trades.

**Course Material costs**

The fee associated with this course is $85.00.

# **OR**

## **Industrial Technology – Graphics**

The study of Graphics will develop in students an understanding of the significance of graphical communication and the techniques and technologies used to convey technical and non-technical ideas and information. The major focus is on the development of series of drawings related to architecture, engineering, landscaping and products. Most of these drawings will be done using CAD software.  There are no prerequisites for this course but those students who have done Graphics in Years 9 and 10 and have aptitude for creativity and an eye for detail will excel in this course.

**Career Pathways**

Career pathways include architecture, engineer, draftsperson, interior designer, surveyor, builder, project manager etc.

**Course Material costs**

# The fee associated with this course is $50.00.

# **OR**

**Industrial Technology - Multimedia**

This course provides students with the opportunity to study the interrelationships of technologies, equipment and materials used by the multimedia industry and to develop skills through the process of design, planning and production of multimedia projects. This course also seeks to raise student awareness of the interaction between technology, industry, society and the environment. The course explores the computer as a multimedia tool and builds skills in image development, audio file creation and manipulation, video production techniques, text, animation and web design. It explores, in detail, the development of multiple content presentations and strategies used in multimedia presentations. Industrial Technology Multimedia Industries also contains work modules which explores specific disciplines including; information, entertainment, training and development and marketing.

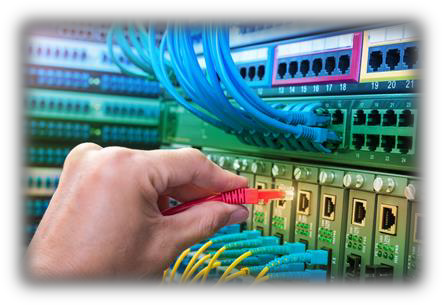
**Career Pathways**

Career pathways include web design, animator, game production, software development, Print Media Designer, Graphic Designer, Movie and Sound Production etc.

**Course Material costs**

The fee associated with this coursed $40.00.

**Contact person: Mr Miller**

**Information Processes and Technology**

Information Processes and Technology is a 2-unit HSC course. It teaches students about information-based systems such as multimedia, databases, communication etc. Students learn to manage and complete projects using information technologies.

**Prerequisites**

There is no prerequisite for this course. Students are required to have good literacy skills.

**Career Pathways**

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| * Computer Programmer / Technician * Administrative Work * Web Page Designer * Financial Planner * Computer Sales / Service | * Animation and online products * Graphic Artist * Data Entry Operator * Data Base Administrator * Network Administrator |

**Course Material costs**

There is a fee associated with this course is $30.00

**Contact person: Mr Miller**

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| **Course: Information Processes and Technology** | **Course No:** 15210 | |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Computing Applications CEC | |
| **Course Description** 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. | | |
| **Main Topics Covered**  **Preliminary Course**   * Introduction to Information Skills and Systems (20%) * Tools for Information Processes (50%) * Developing Information Systems (30%) | | **HSC Course**   * Project Management (20%) * Information Systems and Databases (20%) * Communications Systems (20%) * Option Strands (40%) – Students will select TWO of the following Options: - Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems |
| **Particular Course Requirements** There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities. | | |

**Textiles and Design**

The Textiles & Design course involves the study of Design, communication methods, construction techniques, innovations in fibres, yarns and fabric and The Australian Textile Industry. Practical experiences are integrated throughout the content areas and include experimental work and major project work.

**Prerequisites**

There are no prerequisites for Textiles and Design. However, some sewing skills would be beneficial. Mandatory requirement is the completion of a major textile project (product) and documentation folio at the final stage of the HSC course work 50% of the final HSC score.

**Career Pathways**

Interior Designer, Fashion Designer, Costume Designer, Crafts Instructor, Textiles and Design Teacher, Fashion Coordinator, Customer Service Administrator, Textile Retailer, Textiles Machinist, Wardrobe Coordinator, Textile Designer, Textiles Technologist, Interior Decorator, Fashion Buyer, Fashion Stylist, Industrial Textiles Fabricator.

**Course Material costs**

The fee associated with this course is $50.00

**Contact person: Mr Miller**

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| **Course: Textiles and Design** | **Course No:** 15390 | |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Fashion and Textiles TVET CEC  43480 Fashion Design and Technology TVET CEC 41016 | |
| **Course Description**  The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student’s creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.  The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and  textile item/s. | | |
| **Main Topics Covered**  **Preliminary Course**   * Design (40%) * Properties and Performance of Textiles (50%) * The Australian Textiles, Clothing, Footwear and Allied Industries (10%) | | **HSC Course**   * Design (20%) * Properties and Performance of Textiles (20%) * The Australian Textiles, Clothing, Footwear and Allied Industries (10%) * Major Textiles Project (50%) |
| **Particular Course Requirements** In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles. In the HSC course, the Major Textiles Project allows students to develop a textile project from one of  the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. | | |

**Languages**

**Italian Beginners**

The modern standard/official version of Italian is studied. Language study will expand your horizons as both national and global citizens. Studying Italian will have a positive impact on the development of your English literacy skills.

**Prerequisites**

No more than 100 hours study of Italian at high school level. Italian is best suited for those wanting to enhance their communication skills, understanding of cultures, listening and reading skills, producing texts and extending their literacy across languages.

**Career Pathways**

Employment areas, such as commerce, hospitality, international relations, media, welfare, tourism as well as interpreting and translating. Past students have put their Italian HSC studies toward attaining further studies or a Masters Degree component at an Italian University in the areas of ESL, Architecture, International Studies and Business Studies.

**Contact person: Ms Koloveros**

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| **Course: Italian Beginners** | **Course No:** 15790 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Italian Continuers; Italian Extension Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to the NESA website. |
| **Course Description**  In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian. Topics studied through two interdependent perspectives, *the personal world* and *the Italian-speaking communities*, provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.  Students’ skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts and links with communities in both Australia and overseas. | |
| **Main Topics Covered**   * The personal world * The Italian-speaking communities | |
| **Particular Course Requirements:**  100 hours or less of prior study of Italian at secondary level. | |

**Italian Continuers**

The modern standard/official version of Italian is studied. Language study will expand your horizons as both national and global citizens as well as consolidate your literacy competence in Italian, English and any other language you may be learning or already know.

**Prerequisites**

The study of more than 100 hours of Italian is required. Italian is best suited for those who have or need high communication skills, cultural understanding, listening and reading skills, producing an extensive range of written texts and require literacy development and reinforcement in English

**Career Pathways**

Employment areas, such as commerce, hospitality, international relations, media, welfare, tourism as well as interpreting and translating. Past students have put their Italian HSC studies toward attaining further studies or a Masters Degree component at an Italian University in the areas of ESL, Architecture, International Studies and Business Studies.

**Contact person: Ms Koloveros**

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| **Course: Italian Continuers** | **Course No:** 15790 |
| 2 units for each of Preliminary and HSC Board Developed Course | **Prerequisites:** Stage 5 Italian or equivalent knowledge is assumed.  **Exclusions:** Italian Beginners |
| **Course Description**  The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students’ skills in, and knowledge of Italian 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 Italian-speaking communities through the study of a range of texts. | |
| **Prescribed Themes & Topics**  **The individual**   * Personal identity * Relationships * Health and leisure * Education and future aspirations   **The Italian-speaking communities**   * Lifestyle in Italy and abroad * The arts and entertainment * Youth and social issues   **The changing world**   * The world of work * Communication * Italian influence * Tourism and hospitality | |
| Students’ language skills are developed through tasks such as:   * Conversation, Speeches and Verbal Presentations * Responding to aural stimulus from a variety of sources and multi-media * Responding to a variety of authentic Italian written material * Writing for a variety of purposes which also assist in high order literacy development * Studying the culture of Italian-speaking communities through authentic texts, spoken, written and audio-visual. | |
| **Particular Course Requirements:** Stage 5 Italian or equivalent knowledge in Italian. | |











NSW School of Languages offers enrolment in the following languages:

Chinese French German Indonesian

Italian Japanese Korean Latin

Modern Greek Portuguese Russian Spanish

**The Cecil Hills High School contact for both Saturday School of Community Languages and NSW School of Languages is MRS KOLOVEROS (In F6 History/Languages Staff Room).**

**Internal Vocational Education and Training (IVET)**

Hospitality Kitchen Operations (delivered at Cecil Hills High School)

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| **Public Schools NSW, Ultimo Registered Training Organisation 90072**  **DoE_Logo_K_RGBVOCATIONAL EDUCATION and TRAINING**  **2022 HOSPITALITY FOOD and BEVERAGE COURSE DESCRIPTION**  This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  Notification of variations will be made in due time with minimal disruption or disadvantage. | |
| Course: **Hospitality - Food and Beverage**  2 or 4 Preliminary and/or HSC units in total  Board Developed Course Category B for Australian Tertiary Admission Rank (ATAR) | |
| This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. | |
| **SIT20316 Certificate II in Hospitality**  **Based on SIT Tourism, Travel and Hospitality training package (Release 1.2)**  **Units of Competency**  **Core**  BSBWOR203 Work effectively with others  SITHIND002 Source and use information on the hospitality industry  SITHIND003 Use hospitality skills effectively  SITXCCS003 Interact with customers  SITXCOM002 Show Social and Cultural sensitivity  SITXWHS001 Participate in safe work practices | **Electives**  SITXCOM001 Source and present information  SITHFAB005 Prepare and serve espresso coffee  SITHFAB007 Serve food and beverage  SITXFSA002 Participate in safe food handling practices  BSBSUS201 Participate in environmentally sustainable work practices  SITHFAB004 Prepare and serve non-alcoholic beverages  SITXFSA001 Use hygienic practices for food safety  SITHCCC002 Prepare and present simple dishes  SITHCCC003 Prepare and present sandwiches |
| **Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.** | |
| **Recommended Entry Requirements**  Students selecting this course 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, use hand held and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments. | |
| **Examples of occupations in the hospitality industry:**   * Café attendant * Barista * Kitchen hand * Food and beverage attendant | |
| **Mandatory HSC Course Requirements** Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by NESA.It is mandatory that students wear hard leather shoeswhile undertaking practical activities.  **External Assessment (optional HSC examination for ATAR purposes)**  The Higher School Certificate examination for Hospitality Food and Beverage is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification. | |
| **Competency-Based Assessment**  Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.  **Appeals and Complaints**  Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher. | |
| **Course Costs: There are costs associated with this course including $185.00 for food and $85.00 for uniform.**  **Refund Arrangements on a pro-rata basis Please see your VET teacher to enquire about financial assistance** | |
| A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/> | |
| Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions> | |

Hospitality Food & Beverage (delivered at Cecil Hills High School)

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| **Public Schools NSW, Ultimo Registered Training Organisation 90072**  **VOCATIONAL EDUCATION and TRAINING**  **DoE_Logo_K_RGB2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION**  This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  Notification of variations will be made in due time with minimal disruption or disadvantage. | |
| Course: **Hospitality - Kitchen Operations**  2 or 4 Preliminary and/or HSC units in total  Board Developed Course Category B for Australian Tertiary Admission Rank (ATAR) | |
| This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. | |
| **SIT20416 Certificate II in Kitchen Operations**  **Based on SIT Tourism, Travel and Hospitality training package (Release 1.2)**  **Units of Competency**  **Core**  BSBWOR203 Work effectively with others  SITHCCC001 Use food preparation equipment  SITHCCC005 Prepare dishes using basic methods of cookery  SITHCCC011 Use cookery skills effectively  SITHKOP001 Clean kitchen premises and equipment  SITXFSA001 Use hygienic practices for food safety  SITXINV002 Maintain the quality of perishable items  SITXWHS001 Participate in safe work practice | **Electives**  SITHCCC002 Prepare and present simple dishes  SITHCCC003 Prepare and present sandwiches  SITHCCC006 Prepare appetisers and salads  BSBSUS201 Participate in environmentally sustainable work practices  SITXFSA002 Participate in safe food handling practices  SITHIND002 Source and use information on the hospitality industry |
| **Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.** | |
| **Recommended Entry Requirements**  Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments. | |
| **Examples of occupations in the hospitality industry**  * Café attendant * Barista * Kitchen hand * Food and beverage attendant | |
| **Mandatory HSC Course Requirements** Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA.It is mandatory that students wear hard leather shoeswhile undertaking practical activities.  **External Assessment (optional HSC examination for ATAR purposes)**  The Higher School Certificate examination for Hospitality Kitchen is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification. | |
| **Competency-Based Assessment**  Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.  **Appeals and Complaints**  Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher. | |
| **Course Costs: There are costs associated with this course including $185.00 for food**  **Refund Arrangements on a pro-rata basis Please see your VET teacher to enquire about financial assistance** | |
| A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/> | |
| Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions> | |

Business Services (delivered at Cecil Hills High School)

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| **Public Schools NSW, Ultimo Registered Training Organisation 90072**  **VOCATIONAL EDUCATION and TRAINING**  **DoE_Logo_K_RGB2022 BUSINESS SERVICES COURSE DESCRIPTION**  This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  Notification of variations will be made in due time with minimal disruption or disadvantage. | | | |
| Course: **Business Services**  2 or 4 Preliminary and/or HSC units in total  Board Developed Course Category B for Australian Tertiary Admission Rank (ATAR) | | | |
| This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. | | | |
| **BSB20115 Certificate II in Business \***  **Based on Business Services Training Package Version 5 (BSB v6.1)**  **Units of Competency**  **Core**  BSBWHS201 Contribute to health and safety of self and others  **Electives**  BSBCUS201 Deliver a service to customers  BSBSUS201 Participate in environmentally sustainable work practices  BSBIND201 Work effectively in a business environment  BSBINM201 Process and maintain workplace information  BSBINN201 Contribute to workplace innovation  BSBCMM201 Communicate in the workplace  BSBITU211 Produce digital text documents  BSBITU212 Create and use spread sheets  BSBWOR204 Use business technology | | NB Delete two units not being studied from the following prior to printing:  BSBINM202 Handle mail AND  BSBWOR202 Organise and complete daily work activities  OR  BSBITU213 Use digital technologies to communicate  remotely AND  BSBITU312 Create electronic presentations  **Additional units required to attain a HSC credential in this course**  TLIP2029 Prepare and process financial documents  BSBITU307 Develop keyboarding speed and accuracy  *\* NB advice provided is based on existing NESA course information, however qualification BSB30120 Certificate III in Business will be delivered, subject to NESA approval* | |
| **Recommended Entry Requirements**  Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments. | | | |
| **Examples of occupations in the business services industry:** | | | |
| administration assistant  * clerical worker | office junior  * receptionist | | * information desk assistant * data entry operator |
| **Mandatory HSC Course Requirements**  Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by the NESA.  **External Assessment (optional HSC examination for ATAR purposes)**  The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification. | | | |
| **Competency-Based Assessment**  Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.  **Appeals and Complaints**  Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher. | | | |
| **Course Costs: There are costs associated with this course of $85.00.**  **Refund Arrangements on a pro-rata basis Please see your VET teacher to enquire about financial assistance** | | | |
| A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/> | | | |
| Exclusions - VET course exclusions can be checked on the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions> | | | |

Construction (delivered at Cecil Hills High School)

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| **Public Schools NSW, Ultimo Registered Training Organisation 90072**  **DoE_Logo_K_RGBVOCATIONAL EDUCATION and TRAINING**  **2022 CONSTRUCTION COURSE DESCRIPTION**  This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  Notification of variations will be made in due time with minimal disruption or disadvantage. | | | | | | | | |
| Course: **Construction**  2 or 4 Preliminary and/or HSC units in total  Board Developed Course Category B for Australian Tertiary Admission Rank (ATAR) | | | | | | | | |
| This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. | | | | | | | | |
| **CPC20211 Certificate II in Construction Pathways \***  **Based on Construction, Plumbing and Services Training Package Version Release 5 (CPC08 v9.8)**  **Mandatory Units of Competency**  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  CPCCCM2005B Use construction tools and equipment  CPCCWHS1001 Prepare to work safely in the construction industry  CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry  **Electives 6 out of the following**  CPCCJN2001A Assemble components AND  CPCCJN2002B Prepare for off-site manufacturing process OR  CPCCWF2001A Handle wall and floor tiling materials AND  CPCCWF2002A Use wall and floor tiling tools and equipment OR  CPCCBL2001A Handle and prepare bricklaying and blocklaying materials AND  CPCCBL2002A Use bricklaying and blocklaying tools and equipment | | | | | CPCCCA2011A Handle carpentry materials  CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground  CPCCCO2013A Carry out concreting to simple form  **Additional units required to attain a HSC credential in this course**  CPCCCM2006B Apply basic levelling procedures  CPCCWHS1001 Prepare to work safely in the construction industry.  The construction induction certificate (CIC or white card) will be issued by SafeWork NSW upon provision of evidence from an RTO that this competence has been achieved. This will allow student access to construction sites across Australia for work purposes.  **Students may apply for Recognition of Prior Learning and/or Credit Transfer provided suitable evidence is submitted.**  *\* NB advice provided is based on existing NESA course information, however qualification CPC20220 Certificate II in Construction Pathways will be delivered, subject to NESA approval* | | | |
| **Recommended Entry Requirements** *Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials and have the ability to use hand and power tools.*  *There will be out of class homework, research activities and assignments.* | | | | | | | | |
| **Examples of occupations in the construction industry:** | | | | | | | | |
| * building | * bricklaying | * concreting | * carpentry | * shop fitting | | * joinery |  |  |
| **Mandatory HSC Course Requirements**  Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA. SafeWork NSW General Induction Training - (White Card) is a mandatory requirement before commencing work placement. It is mandatory that students wear hard leather work bootswhile undertaking practical activities.  **External Assessment (optional HSC examination for ATAR purposes)**  The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification. | | | | | | | | |
| **Competency-Based Assessment**  Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.  **Appeals and Complaints**  Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a compliant about an assessment decision or other decisions through the VET teacher. | | | | | | | | |
| **Course Costs: Resources $ 160**  The White Card will be delivered by an external RTO **cost $99**  Refund Arrangements on a pro-rata basis **Please see your VET teacher to enquire about financial assistance.** | | | | | | | | |
| A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/> | | | | | | | | |
| Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions> | | | | | | | | |

Entertainment Industry (delivered at Cecil Hills High School)

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| **Public Schools NSW, Ultimo Registered Training Organisation 90072**  DoE_Logo_K_RGB**VOCATIONAL EDUCATION and TRAINING**  **2022 ENTERTAINMENT INDUSTRY COURSE DESCRIPTION**  This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  Notification of variations will be made in due time with minimal disruption or disadvantage. | | | | |
| Course: **Entertainment Industry**  2 or 4 Preliminary and/or HSC units in total  Board Developed Course Category B for Australian Tertiary Admission Rank (ATAR) | | | | |
| This is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. | | | | |
| **Statement of Attainment towards**  **CUA30415 Certificate III in Live Production and Services \***  **Based on CUA Creative Arts and Culture Training Package**  **Version 5.0 (CUA 5.0)**  **Units of Competency**  **Core**  CPCCOHS1001A Work safely in the construction industry  CUAIND301 Work effectively in the creative arts industry  CUAWHS302 Apply work health and safety practices  SITXCCS303 Provide service to customers  **Electives**  CUSSOU301 Undertake live audio operations | | | CUASTA301 Assist with production operations for live  performances CUALGT301 Operate basic lighting  CUASOU301 Undertake live audio operations  CUAVSS302 Operate vision systems  CUASOU306 Operate sound reinforcement systems  CUASTA202 Assist with bump in and bump out of shows  CUASMT301 Work effectively backstage during performances  BSBCMM201 Communicate in the workplace  \* *NB advice is provided based on existing NESA course information, however qualification CUA30420 Certificate III in Live Production and Technical Services will be delivered, subject to NESA approval* | |
| **Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.** | | | | |
| **Additional requirement: Entertainment Industry Specialisation Course** 1 HSC unit only  To receive the full qualification CUA30415 Certificate III in Live Production and Servicesstudents must be deemed competent in all units from the 4 unit Preliminary and HSC course listed above and the units in the specialisation course outlined below.  **Units of Competency** BSBWOR301 Organise personal work priorities and development  CUAPPR304 Participate in collaborative creative projects CUALGT304 Install and operate follow spots | | | | |
| **Recommended Entry Requirements**  Students selecting this course should be interested in working on the technical production operations of the Entertainment Industry. The course **is not** about performance and entertaining others. Students will study Audio, Customer Service, Lighting, Safety, Staging, Vision and working in the Entertainment Industry and workplace. Students should be able to lift and carry equipment for a successful bump in and bump out, work safely, follow direct instructions form their teacher/supervisor, work with others and communicate clearly. There will be out of class homework, research activities and cluster based assessments to complete. Students studying this course would benefit further from working on events outside of the school environment and not just within. Some events that students work on could be outside of normal school hours. | | | | |
| **Examples of occupations in the Entertainment Industry** | | | | |
| Sales/Merchandising Assistant  Box Office Assistant | Front of House Assistant   * Lighting Technician * Sound Technician | * Cinema Projectionist * Props Designer * Event Assistant | | * Technical Assistant * Marketing and Promotion Venue Manager * Stage Manager |
| **Mandatory HSC Course Requirements**  Students must complete 240 indicative hours of course work and a minimum of 70 hours of work placement. Students who do not meet these requirements will be `N` determined as required by NESA.  **External Assessment (optional HSC examination for ATAR purposes)**  The HSC examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification. | | | | |
| **Competency-Based Assessment**  Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.  **Appeals and Complaints**  Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher. | | | | |
| **Course Costs: Resources $60 Consumables $ Other $**  **Refund Arrangements on a pro-rata basis Please see your VET teacher to enquire about financial assistance** | | | | |
| A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/> | | | | |
| Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions> | | | | |

Skills for Work and Vocational Pathways (delivered at Cecil Hills High School)

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| **Public Schools NSW, Ultimo Registered Training Organisation 90072**  **VOCATIONAL EDUCATION and TRAINING**  **2022 SKILLS FOR WORK AND VOCATIONAL PATHWAYS COURSE DESCRIPTION**  This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  Notification of variations will be made in due time with minimal disruption or disadvantage. | |
| Course: **Skills for Work and Vocational Pathways** 2 units x 1 year (120 hours) or 3 units x 1 year (180 hours) Yr11 **or** Yr 12 HSC  Board Endorsed Course Does not contribute to the Australian Tertiary Admission Rank (ATAR) | |
| This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. | |
| **FSK20119 Certificate II in Skills for Work and Vocational Pathways**  **Based on FSK – Foundation Skills Training Package (Release 2)**  The following content is delivered in the 180 hour course and a modified pattern of delivery is available in the 120 hour course, leading to a Statement of Attainment.  **Course Units of Competency**  **Core**  FSKLRG011 Use routine strategies for work-related learning  **This is a new course and electives have not been determined, however they may include:**  FSKNUM016 Interpret, draw and construct routine 2D and 3D shapes for work | FSKNUM017 Use familiar and routine maps and plans for work FSKNUM018 Collect data and construct routine tables and graphs for work FSKNUM019 Interpret routine tables, graphs and charts and use information and data for work  FSKNUM023 Estimate, measure and calculate measurements for work  FSKDIG003 Use digital technology for non-routine workplace tasks  FSKLRG018 Develop a plan to organise routine workplace tasks  FSKOCM007 Interact effectively with others at work  FSKRDG010 Read and respond to routine workplace information  FSKWTG009 Write routine workplace texts  BSBWHS201 Contribute to health and safety of self and others  BSBITU211 Produce digital text documents  FNSFLT202 Develop and use a savings plan |
| **Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.** | |
| **Recommended Entry Requirements**  FSK20119 Certificate II in Skills for Work and Vocational Pathways represents an option for students to demonstrate key employability skills and a range of foundation skills to employers. This course is project based and projects will be determined by the school. The course provides an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem solving skills that relate directly to the workplace. There will be research activities and cluster based assessments for students to complete. | |
| **Career Pathways:** Skills and knowledge gained are transferable to vocational training pathways or various industries and occupations. | |
| **Mandatory HSC Course Requirements**  There is no mandatory workplace learning component in this course. Where a student has not met NESA course completion criteria they will receive an “N” determination (course not satisfactorily completed).The course will then not count towards the HSC although units of competency achieved will still contribute to an AQF qualification.  **External Assessment** There is no Higher School Certificate (HSC) examination for the Skills for Work and Vocational Pathways course. The course does not contribute towards an ATAR. | |
| **Qualifications**  Students who are assessed as competent in sufficient units of competency will be eligible for a FSK20119 Certificate II Skills for Work and Vocational Pathways. Students who do not achieve competency in all the units in the 180 hour course or complete the 120 hour course will be eligible for a Statement of Attainment towards FSK20119 Certificate II in Skills for work and vocational pathways. There are foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/> | |
| **Competency-Based Assessment**  Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.  **Appeals and Complaints**  Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher. | |
| There is no School Based Traineeship or Apprenticeship pathway associated with this course. | |
| **Course Costs: Resources $ Consumables $ Other $**  **Refund Arrangements on a pro-rata basis Please see your VET teacher to enquire about financial assistance** | |
| **Exclusions:**  Community Services - Introduction  VET course exclusions can be checked on the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions> | |

**Content Endorsed Courses**

**Exploring Early Childhood**

Exploring Early Childhood gives students an overview of development and related issues within early childhood, starting with pregnancy, right through to school age children. This course has a practical as well as a theoretical base. Students will participate in a number of practical activities such as preschool visits, preparing children’s meals, designing and constructing children’s toys and activities.

**Prerequisites**

There is no subject prerequisite, just a love for working and learning about childhood development.

**Career Pathways**

Parent or caregivers, childcare worker, teacher, welfare worker, psychologist, counsellors, dietitian, or any profession related to paediatrics.

**Course costs**

The fee associated with this course is $50.

**Contact person: Mr Carrozza**

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| **Course: Exploring Early Childhood** | |
| Content Endorsed Course | **Exclusions:** Nil |
| Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning.  This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.  The study of this course will enable students to:   * develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years * recognise the uniqueness of all children, including those who have special needs * become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play * identify the range of services developed and provided for young children and their families * consider the role of family and community in the growth, development and learning of young children * reflect upon potential implications for themselves as adults, in relation to young children * understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families become aware of the work opportunities available in the area of children’s services. | |

**Photography, Video and Digital Imaging**

The aim of the course is to develop the enjoyment of photographic and digital media by providing students with specialised learning opportunities to explore and develop skills in the areas of Digital & Black & White (35mm Film) Photography, Animation, Photo Manipulation and Film Making. They will also critically and historically investigate the work of various photographers and filmmakers and explore how the audience and world have meaning and value. Students will have the opportunity to be expressive and creative, whilst learning the fundamentals of Photography & Digital Media, including framing, composition, angles of view, lighting, camera techniques, developing 35mm film and photographic prints, as well as digital post production photo and video editing. Through the course students will learn to use various video and image editing software such as Adobe Photoshop, and Adobe Premiere.

**Career Pathways:**

Advertising, graphics, studio, manufacturing and service companies and media.

**Course Material costs**

The fee associated with this course is $50.00

**Suggested Extras:**

* own device that can support Adobe Photoshop and Premiere
* large capacity USB or external storage device

**Contact person: Mr Faga**

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| **Course: Photography, Video and Digital Imaging** | |
| Content Endorsed Course | **Exclusions:** Projects developed for assessment in one subject are not to be used  either in full or in part for assessment in any other subject. |
| **Course Description**  Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students’ understanding and skills, which contribute to an informed critical practice.  The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.  Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or  digital imaging. | |
| **Main Topics Covered**  Modules may be selected in any of the three broad fields of:   * Wet Photography * Video * Digital Imaging * Animation | |
| **Particular Course Requirements** Students are required to keep a diary throughout the course. | |

**Marine Studies**

The oceans cover more than 70 per cent of the earth’s surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste. The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources now and into the twenty first-century. Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

**Prerequisites**

Students need a sound level of achievement in the Record of School Achievement.

**What will I be doing in this course?**

With a marine environment on our doorstep, we have opportunities to encourage a greater understanding and appreciation in students for everything to do with the sea. Marine Studies offers a unique course to students who have a love of the sea and the outdoors and caters for every conceivable aspect and interest in marine studies.

Due to its flexible nature, students can concentrate their marine studies in the areas of marine biology, fishing, boat handling, seafood handling, diving, leisure, oceanography, aquaculture, coastal studies and marine ecology. They may elect to undertake a course of study which covers a broad and diverse range of optional modules, or alternatively to specialise through a focus on thematic groups of modules.

**What else do I need to know about this course?**

This is a hands-on course where students spend time out of the school exploring their marine environment from rock platforms, snorkelling, Sydney Fish Markets and aquaria. There will be a cost involved with the number of excursions the students participate in. You will need to demonstrate safe water skills and need to complete a course for or have a current First Aid certificate.

**Course Material costs**

The fee associated with this course is $120.00

**Career Pathways**

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 NSW or vocational training in the workplace.

**Contact person: Mr Brame**

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| **Course: Marine Studies** | **Course No:** 15090 | |
| Content Endorsed Course 2 unit | **Exclusions:** Nil | |
| **Course Description**  Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students’ acquired skills to solve real life problems.  **Through Marine Studies students will develop:**   * knowledge, understanding and appreciation that promote sound environmental practices in the marine environment * the ability to cooperatively manage activities and communicate in a marine context * an ability to apply the skills of critical thinking, research and analysis * knowledge and understanding of marine industries and their interaction with society and with leisure pursuits knowledge, understanding and skills in safe practices in the marine context.   Marine Studies is comprised of a 30 hour Core, 23 optional modules and an optional personal interest  project. After completing the core, schools are able to select from the optional modules to develop programs that respond to student needs and interests. | | |
| **Core Module**  **Topics Covered**   * Marine Safety and First Aid * The Marine Environment * Life in the Sea * Humans in Water * Marine and Maritime Employment | | **Optional Modules**  1 Resuscitation Certificate  2 First Aid Certificate  3 Dangerous Marine Creatures  4 Estuarine Studies  5 Coastal Studies  6Coral Reef Ecology  7 Oceanography  8 Local Area Study  9 Sea Birds of Our Coast  10 Commercial and Recreational Fishing  11 Aquaculture  12 Marine Resource Management  13 Marine Aquarium  14 Anatomy and Physiology of Marine Organisms  15 Seafood Handling and Processing  16 Skin Diving and Diving Science  17 Marine Engineering  18 Marine Archaeology  19Boating and Seamanship  20 Marine Craft Construction and Repair  21 Pilotage and Navigation  22 Marine Communication  23 Wind Powered Craft  24 Personal Interest Project |



**Sport, Lifestyle and Recreation Studies** 

This course features a highly practical focus; physical activity being both an area of study and a method for learning.

**Prerequisites**

Suits students who enjoy being active and like to participate enthusiastically in a range of recreational and sporting activities on a weekly basis.

**Career Pathways**

Coach, trainer, first aid officer, referee, fitness leader, careers in the sport and recreation industry, sport administration.

**Contact person: Mr Carrozza**

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| **Course: Sport, Lifestyle and Recreation Studies** | |
| Content Endorsed Course | **Exclusions:** Nil |
| Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.  This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.  Through the course students will develop:   * knowledge and understanding of the factors that influence health and participation in physical activity * knowledge and understanding of the principles that impact on quality of performance * an ability to analyse and implement strategies to promote health, activity and enhanced performance * a capacity to influence the participation and performance of self and others.   The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:   * Aquatics * Athletics * First Aid * Fitness * Specific Sports * Gymnastics * Outdoor Recreation * Sports Administration * Coaching * Social Perspectives of Sport * Healthy Lifestyle. | |

|  |
| --- |
| **Other Compulsory Programs** |



**Life Ready**

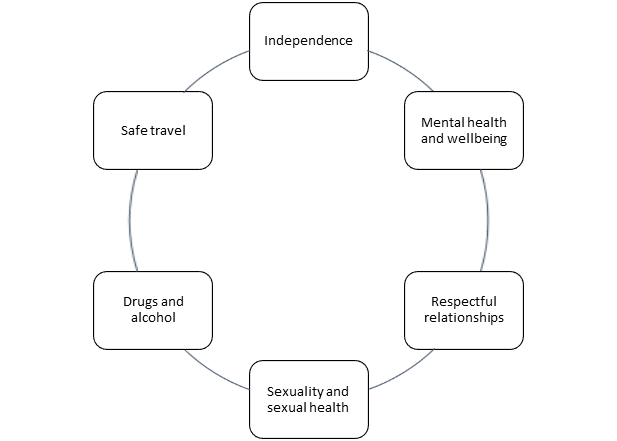
*Life Ready* is a mandatory 25 hour course in PDHPE in Year 11 or Year 12 in NSW government schools.

*Life Ready* is designed to help senior students address issues of health, safety and wellbeing at a time when they face significant changes and challenges in their lives.

*Life Ready* aims to help prepare senior students to:

* confidently and successfully transition to post-school employment, training or further education as well as participation and independence in the community
* lead healthy, safe and meaningful lives which promote respect, responsibility, enjoyment, inclusion and social justice for self and others.

The following chart shows the course structure of *Life Ready*.



**The HSC: All My Own Work Program**

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed HSC: All My Own Work or its equivalent. This requirement excludes students who are only entered for Life Skills courses or Board Endorsed courses although the program would still be available as an option for these students if this was seen as appropriate by their school.

The HSC: All My Own Work program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program has been developed as part of the NSW Government's Respect & Responsibility strategy and complements other approaches such as brochures for teachers, students and parents and strengthened student and teacher declarations for the HSC.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

The program's content is divided into five modules:

1. [Scholarship Principles and Practices](http://amow.boardofstudies.nsw.edu.au/module1/module1.html)
2. [Acknowledging Sources](http://amow.boardofstudies.nsw.edu.au/module2/module2.html)
3. [Plagiarism](http://amow.boardofstudies.nsw.edu.au/module3/module3.html)
4. [Copyright](http://amow.boardofstudies.nsw.edu.au/module4/module4.html)
5. [Working with others](http://amow.boardofstudies.nsw.edu.au/module5/module5.html)

Each module contains:

* + Information and advice on the module focus questions
  + Quiz questions
  + Summary
  + Frequently Asked Questions (FAQs)
  + Link to a glossary
  + Links to relevant websites



**HSC Minimum Standard**

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

* Sit the HSC exams.
* Receive an ATAR for University applications
* Receive a ROSA
* Receive a HSC minimum standard report.

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

**Practice tests** are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

**Disability provisions and exemptions**: Students with additional learning needs may 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. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA) https://educationstandards.nsw.edu.au/wps/portal/ nesa/11-12/hsc/hsc-minimum-standard.