



KINCUMBER
HIGH SCHOOL



COURSE INFORMATION BOOKLET
STAGE 6 | YEAR 11 2022

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COVER IMAGE: Macmasters Beach

Year 11 Course Information Booklet

Information about the Higher School Certificate

You are about to embark on a very important two years of schooling in the lead up to the Higher School Certificate. To ensure that you make the best decisions, it is vital that you take the time to read this booklet and the accompanying information from NESA. It is also important to discuss your ideas with your family and with people who can provide you with assistance in planning your future career.

The **current HSC** commenced for Year 11 students in 2000. It has brought a number of improvements and opportunities, for example:

- **Completion of Vocational Education and Training courses will usually result in what we call “dual accreditation” – that is, you receive your HSC as well as a qualification through the national training frameworks.**
- **Students now receive a mark that reflects your level of achievement when compared to existing standards (standards based assessment).**
- **Each course that you successfully complete in the HSC will have a “course report” which sets out the sorts of knowledge and skills that you have demonstrated.**
- **Students wishing to extend their studies in some areas may complete Extension Courses in Year 11 and Year 12.**

Changes to the HSC

The HSC is being updated. Changes started for Year 11 students in 2018, who will begin their senior secondary studies with the new syllabuses in English, Mathematics, Science and History.

The opportunities in the HSC are extensive and students and parents are urged to consider all options very carefully. Details of options and requirements are explained in this booklet, through the Decision Support Day for students on 16 June periods 1, 2 & 3 and through the website materials to be published by all faculties on the school website, also from 16 June 2021. Our traditional, very popular Subject Selection Evening has returned this year and will be held in the school hall on Wednesday 16 June starting at 7pm for Year 10 students.

Meeting HSC Eligibility Requirements

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams
- meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course. Students are presented with multiple opportunities to attempt the Minimum Standards Tests for Reading, Writing and Numeracy in Year 10, 11 and 12 of their schooling.

Certain patterns of study and course requirements applicable

You must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.
- Both patterns of study must include at least:
 - 6 units of Board Developed Courses
 - 2 units of a Board Developed Course in English
 - 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
 - 4 subjects.

Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it as the 2 units of English that UAC uses to calculate an ATAR if you sit the optional HSC examination.

There are also specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about [eligibility, rules and prerequisites](#) on our website.

Requirements for an ATAR

The ATAR is a ranking of students based on their performances in certain courses in the HSC. It is only necessary for entry into university following the HSC. The University Admission Centre (UAC) requires the following when calculating the ATAR:

- Best two units of English
- Best 8 of the remaining units of Board Developed courses.
- Only one Category B subject will be considered.

Some universities require to you to have studied certain subjects, or assume you have done so. The UAC publication "University Entry Requirements for Year 10 students" should be consulted if you have certain university courses in mind. Copies are available for loan in the Careers office at school. It's important to understand pre-requisites, assumed knowledge and recommended subjects.

Leaving without your HSC

If you decide to leave school before completing your HSC, you have three other options to show your achievements and credentials:

1. **eRecord:** You can retrieve a record of your grades from [Students Online](#) at any time.
2. **Record of School Achievement (RoSA):** You may be eligible for a [RoSA](#) if you meet certain criteria. The RoSA shows your courses and grades for Years 10 and 11, and any HSC courses you have taken.
3. **Literacy and numeracy test results:** You can take optional online literacy and numeracy tests and show the results to potential employers.

Talk to your teachers about the RoSA and the literacy and numeracy tests if you are thinking about leaving before you complete the HSC. You should also talk to your school about how to request your RoSA credentials.

Terms and concepts you should know

Preliminary	refers to the courses usually completed in Year 11
HSC	refers to courses usually completed in Year 12
NESA	The organisation that develops the syllabus and conducts the exams
ATAR	Australian Tertiary Admission Rank – this is calculated by the Universities as a way of determining entry to University courses
VET	Vocational Education and Training – students can get “dual accreditation” by completing these subjects – an HSC and Australian Qualifications Framework award
Category A and B subjects	Classifications by the Universities related to eligibility of subjects for the ATAR. Only 2 units of Category B subjects can be used to count towards the ATAR.
2 Unit subject	the basis of subjects in the HSC, equates to about 4 hours per week or 120 hours per year and is marked out of 100 in internal and external assessment

Types of Courses

Type 1

There are 3 types of courses offered as a part of the HSC:

Board Developed courses are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. View a list of all Board Developed Courses broken down by subject.

See individual course descriptions also.

Type 2

Vocational Education and Training (VET) - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, all VET courses involve a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR.

Type 3

Board Endorsed courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

HSC Minimum Standard

What is the 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 2021. 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>

Year 11 - 2022 - Course Selection Process

All students have been sent an email containing the instructions for their online subject selection for 2022. **Google Chrome** is the recommended browser when completing the online subject selection form.



Step 1: Click on the link in the email: <https://my.edval.education/login>

Step 2: Copy the personal WebCode contained in the email and paste it in the Edval Choice home page.

Step 3: When completing the course selection form, students **MUST** choose;

- One English course
- Eight other courses in **ORDER** of preference. The subjects that you most want to do should be at the top of your list.

The courses that you most want to do should be at the top of your list.

Step 4: Click Submit

Step 5: When you have made your selections, you need to **PRINT** a copy of your selections. You need to sign the form as well as a parent/carer to endorse your selections.

Step 6: Return the signed selection page to the Administrative office before Friday 25 June (the last day of Term 2).

Your responses will be used to determine the courses that we offer for Year 11, 2022, so the ordering of your preferences is very important. Preference 1 should be the course you most want, continuing until you have completed all your preferences.

When all subject selection responses have been compiled, the final selection lines will be constructed, and you will make your actual course selections. This process will be accompanied with a personal interview with Ms C Barber (Careers Advisor) and/or Mr G Bradshaw (Year Advisor) in Term 3.

In choosing your courses you should consider what future pathway you are most interested in:

Academic Pathway



You want the option of going to university after completing Year 12. You should choose Six (6) Board Developed Courses (those that contribute towards an ATAR) from Groups 1 or 2.

Vocational Pathway



You don't want to go to University but want to develop skills to enter TAFE or help you gain a traineeship, apprenticeship or other employment. You should choose at least 3 courses from Groups 1 and 2.

Transition to Work Pathway



You plan to leave school when you turn 17 or at the end of Year 11 and are not interested in obtaining a HSC. It is recommended you choose 2 courses from Group 1, at least 1 course from Group 2 with the remainder from Group 3.

Type 1 – BOARD DEVELOPED COURSES

The following courses are set and developed by NESA and contribute to the calculation of the ATAR.

Aboriginal Studies
 Agriculture
 Ancient History
 Biology
 Business Studies
 Chemistry
 CAFS
 Dance
 Drama
 Earth & Environmental Science
 Engineering Studies
 English (Advanced)
 English (Extension1)
 English (Extension 2)
 English Standard
 English Studies
 Food Technology
 French (Beginners)
 Geography
 History (Extension)
 Industrial Technology –
 Timber Products & Furniture
 Technologies
 Industrial Technology –
 Investigating Science
 Graphics
 IPT
 Japanese (Beginners)
 Legal Studies
 Mathematics
 Mathematics (Extension 1 & 2)
 Mathematics Standard 1 & 2
 Modern History
 Music
 PDHPE
 Physics
 Science (Extension)
 Society & Culture
 Studies of Religion II
 Textiles & Design
 Visual Arts

Creative & Performing Arts

Dance

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance may bring with them no prior dance training or a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. For the HSC, students will do core topics plus a major study in Performance or Composition or Appreciation or Dance in Technology - Film. Students will be offered performance opportunities throughout this course. Some costs will be incurred through these opportunities.

It is NOT a pre-requisite for a student to have studied elective Dance in Years 9/10. Dance skills are transferrable, beyond becoming a dancer. Eg Physio, Creative Director.

Course Fees: \$30 (Year 11 & 12 costume hire)

KLA – Creative and Performing Arts

Contact Person: Mrs K McRae/Mrs C McGilvery

Course No: 15070

2 units for each of Preliminary and HSC

Board Developed Course Details

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.

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 no prior dance training or a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

Components to be completed are:

- Performance (40%)
- Composition (30%)
- Appreciation (30%)

Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class).

HSC Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology - Film.

Drama

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

This dynamic course provides students with a practical, theoretical and performance-based understanding of theatre practices. Students engage experientially through making, devising, performing and appreciating Dramatic forms, styles and traditions. In the Preliminary Course, students will engage in practical activities to study improvisation, playbuilding, acting, and elements of production. The HSC course requires study of set plays, the development of an Individual Project and a Group Performance.

Students must be willing and able to perform individually and in groups. Students should be aware that there is a significant written component to this course.

It is not a prerequisite to have studied Drama in Year 9 & 10.

KLA – Creative Arts

Contact Person: Mrs C McGilvery/Ms R Roth

Course No: 15090

2 units for each of Preliminary and HSC

Board Developed Course Details

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

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.

Preliminary Course

- Improvisation, Playbuilding, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

HSC Course

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre (Core Content)
- 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 Course 1

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

This course is designed to cater for the student who enjoys music. The course caters for students who are advanced instrumentalists/vocalist and also students who are looking at developing performing skills. Students must study at least 3 topics in Year 11 and 3 topics in Year 12 from a broad range of options. The course is designed around musical concepts and 4 course components which are musicology, composition, aural and performance. This course allows students to progress at their own level of ability. The course culminates in a practical examination where students must perform at least 1 piece of live music and present 3 other elective choices. (These may include performance / musicology or composition options).

It is NOT a pre-requisite for a student to have studied elective music in Years 9/10.

KLA – Creative Arts

Contact Person: Mr A Blue/Mr C Harris/Mrs C McGilvery

Course No: 15290

2 units for each of Preliminary and HSC

Board Developed Course Details

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

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks, culminating in a "Body of Work" in the HSC. Students will develop their own artmaking practice in an expressive form suitable to their own skills, talents and interests. Students will study two expressive forms in Year 11, for example Photography and Sculpture. In Year 12 students develop their own artmaking practice, in collaboration with their teacher. In the Art History and Criticism component of the course students will critically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broad in nature, covering many expressive forms.

It is NOT a pre-requisite for a student to have studied elective Visual Arts in Years 9/10.

Course Fees: Year 11 - \$30 plus visual arts diary & pencils, Year 12 - \$12

KLA – Creative Arts

Contact Person: Mrs C McGilvery/Ms McNaught/Ms M Hamilton/Mr D Krix/ Miss T Berberian

Course No: 15400

2 units for each of Preliminary and HSC

Board Developed Course Details

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 more limited experience in Visual Arts.

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 an 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 (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

English

English Studies

ATAR Status: Yes (but not Recommended) **Number of Units:** 2 **Category:** A (exam) | B (no exam)

Description Summary:

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course. *Please note: It is recommended that students wishing to receive an ATAR undertake the Standard or Advanced English course.*

KLA – English

Contact Person: Mrs G Jones

Course No: 15125

2 units for each of Year 11 and HSC years

Year 11 English Studies

- Mandatory module – Achieving through English: English in education, work and community (30 hours)
- An additional 2–4 modules to be studied eg. 'Playing the Game – English in Sport', 'MiTunes – English and the Language of Song'.

Year 12 English Studies

- Mandatory common module – Texts and Human Experiences (30 hours)
- An additional 2–4 modules to be studied eg. 'We are Australian'.

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

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series).

In Year 12 students will also be required to:

- study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

What skills will I gain from this subject?

Through the study of English Studies students will:

- Experience and develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and
- values of those texts and how language and other techniques are used in the texts to convey meaning
- Develop skills in reading, listening and viewing and in writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, careers and citizenship
- Develop knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts
- Develop skills in planning and working both individually and collaboratively, and reflect on learning

What background and skills are recommended for this subject?

- English is a compulsory subject. Year 10 English provides the background required for the study of English at the Higher School Certificate level.

Are there additional requirements for this subject?

- No

Are there any exclusions for this subject?

- YES – English Advanced, English Standard, English Extension 1

How will this course help me in the future?

- The aim of English Studies is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.

English Standard

ATAR Status: Yes

Number of Units: 2

Category: A (exam)

Description Summary:

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

KLA – English

Contact Person: Mrs G Jones

Course No: 15130

2 units for each of Year 11 and HSC

Board Developed Course Details

Exclusions: English (Advanced); English (Extension)

What will I do in this subject?

- The study of English provides opportunities for students to explore, respond to and compose a wide variety of texts in a range of contexts
- Students study the language forms and processes by which meaning is created.

In the Year 11 course you will study:

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

In the Year 12 course you will study:

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

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

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

Students must study ONE related text in the Common Module: Texts and Human Experiences.

What skills will I gain from this subject?

- You will gain numerous valuable and highly transferable skills, including:
- Effective communication skills, both oral and written
- Write for a variety of purposes and audiences
- Ability to analyse how meaning is created in texts
- Opportunities to work independently and as part of a group
- Critical thinking skills
- Ability to think creatively and reflectively
- Understand ideas/texts from a range of perspectives
- Research skills
- Ability to evaluate and use different technologies
- Students will apply these ideas to oral and written tasks.

What background and skills are recommended for this subject?

- English is a compulsory subject. Year 10 English provides the background required for the study of English at the Higher School Certificate level.

Are there additional requirements for this subject?

- No.

Are there any exclusions for this subject?

- YES – English Advanced, English Extension 1

How will this course help me in the future?

Both employment and further education require high level written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English, with its emphasis on critical and interpretive skills, prepares students well for further studies at TAFE or University.

English Advanced

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

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

In the Year 11 Advanced English course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, 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 HSC English (Advanced) 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 five types of prescribed texts drawn from: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia; and a wide range of additional related texts and textual forms.

KLA – English

Contact Person: Mrs G Jones

Course No: 15140

2 units for each of Year 11 and HSC

Board Developed Course Details

What will I do in this subject?

The study of English provides opportunities for students to explore, respond and compose a wide variety of texts in a range of contexts. Students study the language forms and processes by which meaning is created.

In the Year 11 course you will study:

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

Your understanding of the topics and the texts related to them will be assessed through the language modes of reading/writing, listening/speaking and viewing/representing.

In the HSC course you will study:

- Common module: Texts and human experiences (30 hours)
- Module A: Textual conversations (30 hours)
- Module B: Critical study of literature (30 hours)
- Module C: The craft of writing (30 hours) [This module may be studied concurrently with the common module and/or Modules A and B]

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

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

The remaining text may be film, media or digital text or may be selected from one of the categories above.

Students must study ONE related text in the common module: Texts and human experiences.

What skills will I gain from this subject?

You will gain numerous valuable and highly transferable skills, including:

- Effective communication skills, both oral and written
- Writing for a variety of purposes and audiences
- Ability to analyse how meaning is created in texts
- Opportunities to work independently and as part of a group
- Critical thinking skills and an ability to think creatively and reflectively
- Understand ideas/texts from a range of perspectives
- Research skills
- Ability to evaluate and use different technologies
- An appreciation of literature and our cultural heritage

Students will apply these ideas to oral and written tasks.

What background and skills are recommended for this subject?

Students attempting Advanced English must have achieved very high grades in Year 10. In addition, they must have an interest in reading and in the close study of literature. A background of wide reading is an advantage in undertaking this course.

Are there additional requirements for this subject?

No.

Are there any exclusions for this subject?

YES – English Standard and English Studies.

How will this course help me in the future?

- Both employment and further education require high level written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English with its emphasis on critical and interpretive skills, prepares students well for further studies at TAFE or University. Students who study the Advanced English course will be well prepared for further study of English and related disciplines at university, in particular the study of law, journalism, teaching and communication courses.

English Extension 1 (Year 11 & HSC) and 2 (HSC Year only)

ATAR Status: Yes

Number of Units: 1

Category: A

Description Summary:

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. The module develops students' understanding of how and why cultural values are maintained and changed. This is a course for students with a love of literature.

KLA – English

Contact Person: Mrs G Jones

Courses: Year 11 English Extension, HSC English Extension 1, HSC English Extension 2

Course No: HSC English Extension 1 – 15160

Course No: HSC English Extension 2 – 15170

1 unit of study for each of Year 11 and HSC

Prerequisites

(a) English (Advanced)

(b) Year 11 English (Extension) is a prerequisite for English Extension Course 1

(c) English Extension Course 1 is a prerequisite for English Extension Course 2

Year 11 English Extension 1

- Module: Texts, Culture and Value (40 hours)
- Related research project [This project may be undertaken concurrently with the module] (20 hours)

Year 12 English Extension 1

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

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

Year 12 Extension 2 course requires students to undertake an extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. (60 hours) This course is an additional one unit and can only be undertaken in Year 12 whilst also completing Advanced AND Extension 1 courses.

What skills will I gain from this subject?

- You will gain skills in:
- Independent investigation
- Analytical thinking and understanding of complex ideas
- Sustained composition

Most of the work is of a theoretical nature. Students will apply concepts and skills in a practical way through their own reading, independent investigation and oral/written presentations.

What background and skills are recommended for this subject?

Very high grades in Year 10 English and a strong interest in reading and the academic study of literature are essential background for this course.

Are there additional requirements for this subject?

Must be studying Advanced English. Year 11 Extension is a pre-requisite for Year 12 Extension 1. Year 12 Extension 1 is a corequisite for Year 12 Extension 2.

How will this course help me in the future?

The analytical nature of the course prepares students well for tertiary study, especially for courses in communication, law, journalism, media and teaching.

HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.

HSIE

Aboriginal Studies

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

*Examples of career pathways emerging from Aboriginal Studies: social work, research, work relating to Indigenous health care, politics, and employment connected to the promotion and enforcement of human rights.

KLA – HSIE

Contact Person: Mr B Waters

Course No: 15000

2 units for each of Preliminary and HSC

Board Developed Course Details

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Preliminary Course

- **Part I: Aboriginality and the Land (20%)**
 - Aboriginal peoples' relationship to Country
 - Dispossession and dislocation of Aboriginal peoples from Country
 - Impact of British colonisation on Country
- **Part II: Heritage and Identity (30%)**
 - The Dreaming and cultural ownership
 - Diversity of Aboriginal cultural and social life
 - Impact of colonisation on Aboriginal cultures and families
 - Impact of racism and stereotyping

- **Part III: International Indigenous Community: Comparative Study (25%)**
 - Location, environment and features of an international Indigenous community
 - Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- **Part IV: Research and Inquiry Methods: Local Community Case Study (25%)**
 - Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

HSC Course

- **Part I – Social Justice and Human Rights Issues (50%)**
 - a) **A) Global Perspective (20%)**
Global understanding of human rights and social justice
AND
 - **B) Comparative Study (30%)**
A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- **Part II – Case Study of an Aboriginal community for each topic (20%)**
 - **A) Aboriginality and the Land** – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses
OR
 - **B) Heritage and Identity** – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- **Part III – Research and Inquiry Methods – Major Project (30%)**
Choice of project topic based on student interest.

Particular Course Requirements

In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

Ancient History

Note that an extension course is available in the HSC year *see last HSIE course listing

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world.

The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.

KLA – HSIE

Contact Person: Mr B Waters

Course No: 15020

2 units for each of Preliminary and HSC

Board Developed Course Details

Exclusions: Nil

Course Description

Year 11 Course Structure and Requirements

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 course comprises three sections. Students are required to study all three sections of the course.

Year 11 course (120 hours)	Ancient History	Indicative hours
	Investigating Ancient History <ul style="list-style-type: none"> The Nature of Ancient History Case Studies ONE case study must be from Egypt, Greece, Rome or Celtic Europe. ONE case study must be from the Near East, Asia, the Americas or Australia. <i>Each case study should be a minimum of 10 indicative hours.</i>	60
	Features of Ancient Societies	40
	Historical Investigation	20

Historical Concepts and Skills

The Historical concepts and skills content is to be integrated throughout the course. The various studies and topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

Studies undertaken in the Year 11 course should be selected from a range of societies.

Content may be integrated across the three sections of the course in the development of a teaching and learning program.

The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.

Year 12 Course Structure and Requirements

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.

The course comprises four sections. Students are required to study all four sections of the course.

Year 12 course (120 hours)	Ancient History	Indicative hours
	Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
	Ancient Societies	30
	Personalities in their Times	30
	Historical Periods	30

The course requires study from at least TWO of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

Topics in the Year 12 course consist of two sections – ‘Survey’ and ‘Focus of study’. The following time allocations provide guidance to teachers about the depth of study for each section:

- Survey (a maximum of 3 hours)
- Focus of study (a minimum of 27 hours).

Business Studies

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

Business activity is a feature of everyone's life. The Business Studies course 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.

*Examples of career pathways emerging from Business Studies: marketing, managerial positions, small business owner, human relations work.

KLA - HSIE

Contact Person: Mr B Waters

Course No: 15040

2 units for each of Preliminary and HSC

Board Developed Course Details

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 (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise

HSC Course

- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human resources (25%) – human resource management and business performance

Geography

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography.

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. Compulsory fieldwork will be completed at localities such as Avoca Lagoon and Sydney's CBD.

*Examples of career pathways emerging from Geography: environmental science, demographer, mining-related employment, urban planning, defence-force employment, tourism-related employment.

KLA - HSIE

Contact Person: Mr B Waters

Course No: 15190

2 units for each of Preliminary and HSC

Board Developed Course Details

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.

Legal Studies

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

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 how disputes are resolved and examines a contemporary issue concerning technology (such as music piracy and Facebook cyber-bullying). Students also investigate issues that illustrate how the law operates in practice.

In the HSC course, there is a compulsory Core Study on the criminal justice system and human rights protections. Students then complete two Focus Studies Options from areas including: world order, family, shelter, global Indigenous issues.

There is a compulsory day at Sydney's Downing Centre Court Complex where students will observe live court sessions. Students will also be encouraged to participate in enrichment activities such as the Central Coast Schools' Model United Nations Assembly.

*Examples of career pathways emerging from Legal Studies: lawyer, barrister, police and detective work, journalism, forensics, overseas diplomatic work.

KLA - HSIE

Contact Person: Mr B Waters

Course No: 15220

2 units for each of Preliminary and HSC

Board Developed Course Details

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 a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

Preliminary Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. **This section may be integrated with Part I and Part II.**

HSC Course

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

Particular Course Requirements

No special Requirements.

Modern History

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Modern History provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies. It enables students to acquire knowledge and to understand how knowledge is constructed. Modern History provides opportunities for students to explore historical problems, to pose questions and to consider problems of evidence, causation and historical agency as part of the historical inquiry process, using the information technology available to them.

KLA - HSIE

Contact Person: Mr B Waters

Course No: 15270

2 units for each of Preliminary and HSC

Board Developed Course Details

Exclusions: Nil

Year 11 Course Structure and Requirements

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 course comprises three sections. Students are required to study all three sections of the course.

	Modern History	Indicative hours
Year 11 Course (120 hours)	Investigating Modern History <ul style="list-style-type: none"> • The Nature of Modern History • Case Studies ONE case study must be from Europe, North America or Australia. ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. <i>Each case study should be a minimum of 10 indicative hours.</i>	60
	Historical Investigation	20
	The Shaping of the Modern World	40

Year 12 Course Structure and Requirements

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.

The course comprises four sections. Students are required to study all four sections of the course.

Year 12 Course (120 hours)	Modern History	Indicative hours
	Core Study: Power and Authority in the Modern World 1919–1946 (e.g. Rise of Hitler and Nazism in Germany)	30
	National Studies (e.g. Russia and the Soviet Union 1917 – 1941, USA 1919 – 1941)	30
	Peace and Conflict (e.g. Conflict in Europe, Conflict in the Pacific, Conflict in Indochina)	30
	Change in the Modern World (e.g. Changing World Order 1945 – 2011, Civil Rights in the USA 1945 – 1968)	30

Historical concepts and skills

The Historical concepts and skills content is to be integrated throughout the course. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

The course comprises a study of:

1. Core Study: Power and Authority in the Modern World 1919–1946
2. ONE 'National Studies' topic
3. ONE 'Peace and Conflict' topic
4. ONE 'Change in the Modern World' topic.

Students are required to study at least ONE non-European/Western topic, selected from the following list:

	Non-European/Western topics
Core Study: Power and Authority in the Modern World 1919–1946	
National Studies	China 1927–1949 India 1942–1984 Indonesia 1945–2005 Japan 1904–1937 Iran 1945–1989
Peace and Conflict	Conflict in Indochina 1954–1979 Conflict in the Pacific 1937–1951 Conflict in the Gulf 1980–2011 The Arab-Israeli Conflict 1948–1996
Change in the Modern World	Pro-democracy Movement in Burma 1945–2010 The Cultural Revolution to Tiananmen Square 1966–1989 Apartheid in South Africa 1960–1994

Topics in the Year 12 course consist of two sections – 'Survey' and 'Focus of study'. The following indicative time allocations provide guidance to teachers about the depth of study for each section:

- Survey (a maximum of 3 hours);
- Focus of Study (a minimum of 27 Hours)

Studies of Religion II

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

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

*Examples of career pathways emerging from Studies of Religion II: journalism, research, sociology, social work, youth worker, non-government and government organisation work, employment in the field of global human rights

KLA - HSIE

Contact Person: Mr B Waters

Course No: 15380

2 units for each of Preliminary and HSC

Board Developed Course Details

Exclusions: Studies of Religion I

Course Description

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

Preliminary Course

Nature of Religion and Beliefs

- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

Three Religious Traditions Studies from:

- Buddhism, Christianity, Hinduism, Islam, Judaism
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance.

Religions of Ancient Origin:

The response to the human search for ultimate meaning in two religions of ancient origin from an Indigenous religion from outside Australia:

- Aztec or Inca or Mayan
- Celtic
- Nordic
- Shinto
- Taoism

HSC Course

Religion and Belief Systems in Australia post-1945

- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Three Religious Tradition Depth Studies from:

- Buddhism, Christianity, Hinduism, Islam, Judaism
 - Significant people and ideas
 - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
 - Significant practices in the life of adherents.

Religion and Peace

- The distinctive response of religious traditions to the issue of peace.

Religion and Non-Religion

- The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

Society & Culture

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

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), a major component of the HSC year.

*Examples of career pathways emerging from Society and Culture: journalism, academic research in sociology, university lecturing, social work, travel writing.

KLA - HSIE

Contact Person: Mr B Waters

Course No: 15350

2 units for each of Preliminary and HSC

Board Developed Course Details

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 methods 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 coming of age in a variety of social and cultural settings
- Intercultural Communication – how people in different cultures interact and communicate

HSC Course

- Core

- Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country – Cuba, Vietnam
- The Personal Interest Project – an individual research project.

- Depth Studies

Two to be chosen from:

- Popular Culture – the interconnection between individuals and popular culture eg. Lego Study
- Belief Systems – role of belief systems in societies, cultures and personal life eg. Buddhism, Islam
- Social conformity and non-conformity – the nature of conformity and non-conformity in societies and cultures eg Freemasons
- Social inclusion and exclusion – the nature of social inclusion and exclusion in societies and cultures eg Migrants

Particular Course Requirements

Completion of Personal Interest Project.

History Extension (Year 12 HSC Course Only)

ATAR Status: Yes

Number of Units: 2

Category: A

Year 12 course only – Year 11 ancient history or modern history is a prerequisite for entry into Year 12 history extension. Year 12 ancient history or modern history is a co-requisite for Year 12 history extension.

Description Summary:

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation. History Extension appeals to students who appreciate the intellectual challenge of grappling with an area of debate, and constructing and defending a position through a reasoned and cohesive argument. It offers students the opportunity to work independently and apply the historiographical understanding developed through the course to an individual project of personal interest.

The History Extension course is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community. It fosters the ability of students to approach complex tasks flexibly, analyse and synthesise information from a range of sources and situations, explore a range of perspectives, develop considered responses and reflect on the methodologies with which they engage.

These experiences are of particular value to those students intending to undertake tertiary study, by providing an introduction to the issues of how a discipline is structured and practised. The History Extension course lays a foundation for such tertiary study by raising awareness of these issues and facilitating the transfer of higher-order thinking skills from one area of study to another.

KLA - HSIE

Contact Person: Mr B Waters

Course No: 15280

1 unit HSC

Board Developed Course Details

Exclusions: Nil

Course Structure and Requirements

Year 12 course (60 hours)	History Extension	Indicative hours
	Constructing History <ul style="list-style-type: none"> • Key Questions • Case Studies 	40 (minimum)
	History Project	20 (maximum)

Constructing History – Key Questions

Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

Constructing History – Case Studies

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.

History Project

Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

The topic should be developed from one or more of the following areas:

- changing interpretations of an historical debate or controversy
- a critical analysis of an historian's or archaeologist's work
- changing analysis of an archaeological site over time
- contrasting approaches to an historical personality, issue or event
- museums as history
- history in the media and different forms of historical communication – for example film, documentary, fiction, docudrama
- an interdisciplinary approach to the study of the history of a personality, issue or event
- oral history
- historical biography
- local history
- critical analysis of a major historical work
- the use and misuse of history in either a specific context or over time.

The topic of the project should reflect an area of student interest; however, the topic:

- must focus on the fundamental historiographical concepts and issues of History Extension and should allow students to address some of the key questions
- may be developed from a case study but must cover substantially different ground
- must not overlap significantly with the examinable content of any Stage 6 course.

LOTE

French Beginners

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics covered provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students do not require any prior knowledge of French.

Assessment

Students will be assessed on the four main components of listening, speaking, reading and writing. Typical assessment formats include reading and listening comprehensions, teacher-student conversations, writing emails, postcards and notes in French. At HSC Level, students should be able to conduct a conversation in French at the appropriate level on syllabus topics and read and write in the target language.

Careers and Future Study

Choosing to study French for the HSC can serve as a prelude to further language study at a tertiary level, and enhances employment opportunities in the fields of Public Relations, Diplomacy, Commerce, Hospitality, Education, Marketing, International Relations, Media and Tourism. French is one of the world's major languages and is the official language of the European Union and the Olympic Games.

Course Fees: Approx \$30 workbook in Year 11 and Year 12

KLA – LOTE/English

Contact Person: Mrs G Jones/Ms H Nader

Courses No: 15670

2 units for each of Preliminary and HSC, Board Developed Course

Board Developed Course Details

Exclusions: French Continuers; French Extension. Strict eligibility rules apply to the study of this subject. Check with your teacher.

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 French. Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students' skills in, and knowledge of French 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 French-speaking communities through the study of a range of texts.

Main Topics Covered

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

Particular Course Requirements

Nil

Japanese Beginners

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. The Japanese Beginners Course requires no prior learning of Japanese. (Students who have only completed their 100 hours in Stage 4 are eligible for this course).

Assessment

Assessment tasks will take the form of listening and reading comprehensions, teacher-student interviews and conversations, emails, postcards and diary entries. Emphasis is on the four main course components of listening speaking, reading and writing.

Careers and Future Study

Students of Japanese Beginners may continue the study of language at the tertiary level or use it as a pathway to employment in areas such as Public Relations, Marketing, Commerce, Trade, International Relations, Business, Tourism, Hospitality and Education.

Course Fees: Approx \$30 workbook in Year 11 and Year 12

KLA – LOTE/English

Contact Person: Mrs G Jones/Ms H Nader

Courses No: 15820

2 units for each of Preliminary and HSC

Board Developed Course Details

Exclusions: Japanese Continuers; Japanese Extension; Japanese In Context; Japanese and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.

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 Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

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

Main Topics Covered

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

Particular Course Requirements

Nil

Japanese Continuers

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

Proposed Course Fees: \$30 workbook in Year 11 & 12

KLA – LOTE/English

Contact Person: Mrs G Jones/Ms H Nader

Courses No: 11750 Preliminary

15830 HSC

2 units for each of Preliminary and HSC

Prerequisites: 200 - 400 hours study of the language or equivalent knowledge is assumed

Board Developed Course Details

Exclusions: Japanese Beginners; Japanese in Context, Japanese and Literature. Strick eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.

Course Description

This course provides opportunities for students to develop their skills and knowledge of Japanese. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of Japanese speaking communities through the study of a range of texts.

What Students Learn

The Preliminary and HSC courses have prescribed themes as their organisational focuses:

- The Individual
- Japanese-speaking communities
- The Changing World

Within these themes, mandatory topics include:

- Personal World
- Daily Life
- Leisure
- Future Plans
- Travelling in Japan
- Cultural Life
- The World of Work
- Current Issues

Preliminary

Modern Languages

Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics

HSC

Modern Languages

Students gain insight into the culture and language of Japanese-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.

Particular Course Requirements

Nil

Mathematics

Mathematics Standard

ATAR Status: Yes	Number of Units: 2	Category: A – Standard 2 B – Standard 1
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ATAR Status:

Standard 2 – yes Standard 1 – yes if sitting the optional HSC Examination

Category: Mathematics Standard 2 A, Mathematics Standard 1 as Category B.

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Students will need to select EITHER Mathematics Standard 1 OR Mathematics Standard 2 in the Preliminary Course due to the different focus in the HSC courses which follow on from Standard Preliminary. **Students who have completed the 5.1 course in Stage 5 should select Mathematics Standard 1 in Stage 6.**

KLA - Mathematics

Contact Person: Mrs J Woodley

Courses No: 11236 - Year 11 Mathematics Standard

15231 - Year 12 Mathematics Standard 1

15232 - Year 12 Mathematics Standard 1 (with HSC Exam)

15236 - Year 12 Mathematics Standard 2

Prerequisites:

The Preliminary Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7-10 Syllabus, at least at the Stage 5.1 level. It is recommended that students wishing to study Mathematics Standard 2 have achieved at least some of the outcomes of the Stage 5.2 course.

Board Developed Course Details

Exclusions: Students may not study any other Stage 6 Preliminary Mathematics course in conjunction with Mathematics Standard 1 or 2

Course Description

Main Topics Covered:

Year 11 Mathematics Standard 1 AND Preliminary Mathematics Standard 2:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12 Mathematics Standard 1 AND HSC Mathematics Standard 2:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

(Note: although the topics are the same, the content within them varies.)

Particular Course Requirements

Nil

Mathematics Standard 1 – Maths in Trade Pathway

ATAR Status: Yes

(If the student sits for a HSC Examination, but not recommended)

Number of Units: 2

Category: B

Description Summary:

The Maths in Trade Pathway covers the Mathematics Standard Year 11 course and the Mathematics Standard 1 course in Year 12. While it does cover equivalent content to the Standard course, it does so in a much more practically oriented hands-on approach. This pathway is aimed at students who wish to secure an apprenticeship in a trade, possibly leaving formal schooling during their Stage 6 studies.

Assessments and activities are designed to ensure students develop the skills which would be useful in securing an apprenticeship. The course should include a Trade Readiness short course, and develop skills such as preparing quotes, pricing materials and projects, and accurate estimation and measurement of large areas and volumes. Students learn in detail about the financial mathematics relevant to earning an income via a trade.

Students will self-nominate for this course, and should speak to either Mrs Woodley or Mr White about what this course entails. This course would be suitable for students who have completed the 5.1 Course in Stage 5, or anybody looking to secure an apprenticeship in areas such as building, plumbing, electrical, or carpentry.

KLA - Mathematics

Contact Person: Mrs J Woodley/ Mr K White

Courses No: 11236 – Year 11 Mathematics Standard

15231 – Year 12 Mathematics Standard 1

Prerequisites:

The Preliminary Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7-10 Syllabus, at least at the Stage 5.1 level.

Mathematics Advanced

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

The study of Mathematics Advanced in Stage 6 enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely; provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems relate to their present and future needs; provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning; provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role, and provides an appropriate mathematical background or students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level

Additional Information: It is suggested that students achieving a Grade A in 5.2 Mathematics or Grade C or higher in 5.3 Mathematics would be suited to this course.

KLA - Mathematics

Contact Person: Mrs J Woodley

Courses No: 11255 - Year 11 Mathematics Advanced

15255 - Year 12 Mathematics Advanced

2 units for each of Year 11 and Year 12

Board Developed Course Details

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. All students studying the Mathematics Advanced course will sit for a HSC Examination.

Main Topics Covered

Year 11

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical analysis

Year 12

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

Mathematics Extension 1

ATAR Status: Yes

Number of Units: 1

Category: A

Note: The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course. This course is only offered after consultation between students and teacher during Year 11.

Description Summary:

The study of Mathematics Extension 1 Stage 6 Enables students to develop thorough knowledge, understanding and skills in working mathematically and communicating concisely and precisely; opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively; provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality; provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level, and provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Additional Information: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands.

KLA - Mathematics

Contact Person: Mrs J Woodley

Courses No: 11250 - Year 11 Mathematics Extension

15250 – Year 12 Mathematics Extension 1

1 unit for each of Year 11 and Year 12

Board Developed Course Details

Exclusions: 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 1 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. All students studying the Mathematics Extension 1 course will sit for a HSC Examination

Main Topics Covered

Year 11

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

Year 12

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

PDHPE

Community & Family Studies

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

Community and Family Studies is an interdisciplinary course drawing upon aspects of psychology, sociology, health studies, family studies and the law, as well as on students' general life experiences, to give students an ability to make informed decisions and take responsible action in all areas of their lives.

Community and Family Studies investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. It encourages opportunities for students to become proactive members of the community as they examine the responsibilities, they have in contributing to society.

Students will explore life issues that are important to all young people. The topics investigated and the emphasis on research makes this course attractive to many students, with the capacity to challenge and extend students of all ability levels.

KLA - PDHPE

Contact Person: Mr M Crawford

Courses No: 15060

2 units for each of Preliminary and HSC

Board Developed Course Details

Exclusions: Nil

Course Description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Main Topics Covered

Preliminary Course

- Resource Management: Basic concepts of the resource management process
- Individuals and Groups: The individual's roles, relationships and tasks within groups
- Families and Communities: Family structures and functions and the interaction between family and community.

HSC Course

- Research Methodology: Research methodology and skills culminating in the production of an Independent Research Project.
- Groups in Context: The characteristics and needs of specific community groups.
- Parenting and Caring: Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.

HSC Option Modules

Students select **one** of the following:

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

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 & Physical Education

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

This course examines a range of areas that underpin health and sports science. Study focuses on the management of personal and community health, as well as a major focus on factors that affect physical performance. Areas of study throughout the course include health promotion, first aid, human anatomy and physiology, nutrition, and sport psychology. PDHPE is a theoretical course for those students who have an interest in developing a deeper understanding of health issues in Australia, and maximising performance in sport and physical activity.

The exercise, sport and health fields provide a growing industry with a range of legitimate career pathways. Completion of this course will give students an advantage in career pathways involving sports science, related health professions such as paramedics and physiotherapy, as well as teaching and the sport and recreation industry.

KLA - PDHPE

Contact Person: Mr M Crawford

Courses No: 15320

2 units for each of Preliminary and HSC

Board Developed Course Details

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 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:

- Sports Medicine
- Improving Performance
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Equity and Health

Science

Agriculture

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

Agriculture provides students with information and skills which can be utilised in the fields of agribusiness, horticulture, animal husbandry and land management. Practical experiences occupy a minimum of 30% of the course. Students are required to undertake a farm case study and a farm product study. This component may be best covered with a 2-3 day excursion. In the HSC year students can opt to study a range of electives and/or complete a research project. This is an 'on-farm', environment-oriented course.

Course Fees: \$75

KLA - Science

Contact Person: Mr G Jensen/Mr J Morris

Courses No: 15010

2 units for each of Year 11 and Year 12

Board Developed Course Details

Exclusions: Nil

Course Description

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Main Topics Covered

Preliminary Course

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

HSC Course

Core (80%)

- Plant/Animal Production (50%)
- Farm Product Study (30%)

Elective (20%)

Choose ONE of the following electives to study:

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century
- Individuals and Work

Particular Course Requirements

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

Biology

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

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.

KLA – Science

Contact Person: Mr G Jensen

Course No: 15030

2 units for each of Year 11 and Year 12

Board Developed Course Details

Exclusions: Nil

Course Description

Biology in the Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of Biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses practical scientific processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. During practical activities, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of Biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

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

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

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

The Topics Covered in Year 11:

Year 11 (120 hours)	Working Scientifically Skills	Modules	Depth studies
		Cells as the Basis of Life	An individual study based on any of the 4 Year 11 Modules (15 hours)
		Organisation of Living Things	
		Biological Diversity	
		Ecosystem Dynamics	

One fieldwork exercise must be completed in Year 11.

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

The Topics Covered in the Year 12:

Year 12 (120 hours)	Working Scientifically Skills	Module	Depth studies
		Heredity	An individual study based on any of the 4 Year 12 Modules (15 Hours)
		Genetic Change	
		Infectious Disease	
		Non-infectious Disease and Disorders	

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 (Mandatory)

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

A Depth Study of may be one of the following

- Practical Investigations
- Secondary-sourced Investigations
- Creating something (inventing, a portfolio, a model)
- Fieldwork
- Data Analysis

How will this course help me in the future?

When combined with Physics or Chemistry, Biology provides useful skills and knowledge for a range of careers including biological science, medical, science, health, environmental science, food science, biotechnology and pharmacy.

Chemistry

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

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.

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.

KLA – Science

Contact Person: Mr G Jensen

Course No: 15050

2 units for each of Year 11 and Year 12

Board Developed Course Details

Exclusions: Nil

Course Description

Chemistry in Stage 6 explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

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

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

The Stage 6 Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

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

The Topics Covered in Year 11:

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Depth studies
		Properties and Structure of Matter	An individual study based on any of the 4 Year 11 Modules (15 hours)
		Introduction to Quantitative Chemistry	
		Reactive Chemistry	
		Drivers of Reactions	

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

The Topics Covered in the Year 12:

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Depth studies
		Equilibrium and Acid Reactions	An individual study based on any of the 4 Year 12 Modules (15 hours)
		Acid/base Reactions	
		Organic Chemistry	
		Applying Chemical Ideas	

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

Depth study requirements

- 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.

A Depth Study may be one of the following

- Practical Investigations
- Secondary-sourced Investigations
- Creating something (inventing, a portfolio, a model)
- Fieldwork
- Data Analysis

How will this course help me in the future?

This course is highly recommended preparation for many science based tertiary courses. It is especially appropriate for students interested in chemistry, biochemistry, environmental sciences, medicine, health sciences, food science, metallurgy and chemical engineering.

Earth & Environmental Science

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

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).

KLA – Science

Contact Person: Mr G Jensen

Course No: 11100

2 units for each of Year 11 and Year 12

Board Developed Course Details

Exclusions: Nil

Course Description

Earth and Environmental Science in Stage 6 explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course uses practical scientific skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.

The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

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

The Topics Covered in Year 11:

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Depth studies
		Earth's Resources	An individual study based on any of the 4 Year 11 Modules (15 hours)
		Plate Tectonics	
		Energy Transformations	
		Human Impacts	

The Year 12 course investigates plate tectonics, the formation of water, the origin of life, and interactions between the atmosphere, hydrosphere and climate. The investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the central theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

The Topics Covered in the Year 12:

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Depth studies
		Earth's Processes	An individual study based on any of the 4 Year 12 Modules (15 hours)
		Hazards	
		Climate Science	
		Resource Management	

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.

A Depth Study may be one of the following

- Practical Investigations
- Secondary-sourced Investigations
- Creating something (inventing, a portfolio, a model)
- Fieldwork
- Data Analysis

How will this course help me in the future?

This subject is important preparation for students interested in pursuing further studies in geology, engineering, metallurgy and environmental management & monitoring. It is most useful for university study if taken in combination with another science subject such as Physics, Chemistry or Biology.

Investigating Science

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

Investigating Science provides students with the opportunity to develop a deep understanding of how the laws, theories and principles of Biology, Chemistry, Physics and Earth and Environmental Science can be applied, along with the impact of this science and technology on society. The course encourages students to develop a range of practical skills including the use of current instrumentation, information technology and an increased ability to communicate understanding.

This course is useful for students intending to supplement their understanding of the way's scientific concepts, laws and theories can be applied across different disciplines as a stand-alone course or in conjunction with another Science course. Any student intending to undertake a university course would find Investigating Science beneficial.

KLA – Science

Contact Person: Mr G Jensen

Course No: 11215

2 units for each of Year 11 and Year 12

Board Developed Course Details

Exclusions: Nil

Course Description

Investigating Science in Stage 6 is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific scientific skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

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

The Topics Covered in Year 11:

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Depth studies
		Cause and Effect – Observing	An individual study based on any of the 4 Year 11 Modules
		Cause and Effect – Inferences and Generalisations	
		Scientific Models	
		Theories and Laws	

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

The Topics Covered in the Year 12:

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Depth studies
		Scientific Investigations	An individual study based on any of the 4 Year 12 Modules
		Technologies	
		Fact or Fallacy?	
		Science and Society	

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 30 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.

A Depth Study may be one of the following

- Practical Investigations
- Secondary-sourced Investigations
- Creating something (inventing, a portfolio, a model)
- Fieldwork
- Data Analysis

How will this course help me in the future?

This course is useful for a wide range of careers that may have a science component and is highly recommended as preparation for many Science based university courses. Students interested in medicine, aviation, engineering and the defence forces should consider selecting Investigating Science.

Physics

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

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 existing and emerging technologies.

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.

KLA – Science

Contact Person: Mr G Jensen

Course No: 11310

2 units for each of Year 11 and Year 12

Board Developed Course Details

Exclusions: Nil

Course Description

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

The problem-solving nature of Physics further develops students' scientific skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

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

The study of Physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

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

The Topics Covered in Year 11:

Year 11 (120 hours)	Working Scientifically Skills	Modules	Depth Studies
		Kinematics	An individual study based on any of the 4 Year 11 Modules
		Dynamics	
		Waves and Thermodynamics	
		Electricity and Magnetism	

The Year 12 Course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the universe.

The Topics Covered in the Year 12:

Year 12 (120 hours)	Working Scientifically Skills	Modules	Depth Studies
		Advanced Mechanics	An individual study based on any of the 4 Year 12 Modules
		Electromagnetism	
		The Nature of Light	
		From the Universe to the Atom	

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

A Depth Study may be one of the following

- Practical Investigations
- Secondary-sourced Investigations
- Creating something (inventing, a portfolio, a model)
- Fieldwork
- Data Analysis

How will this course help me in the future?

Physics, either studied alone or in combination with another science subject, is highly recommended preparation for many science-based university courses. Students interested in medicine, aviation, engineering and the defence forces should consider selecting Physics.

TAS

Engineering Studies

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

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. The course is excellent for future engineers and architects.

Units Covered Include:

- Engineering Fundamentals
- Engineering Products
- Braking Systems
- Biomedical Engineering
- Civil Structures
- Telecommunications
- Personal & Public Transport
- Aeronautical Engineering

It is essential that students also undertake Mathematics Advanced or Mathematics Standard 2 as there is an emphasis on Maths in the course. Physics would also be helpful but not essential.

Course Fees: \$15

KLA – TAS

Contact Person: Mrs J Rearden

Course No: 15120

2 units for each of Preliminary and HSC

Board Developed Course Details

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 of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of Biomedical Engineering.

HSC Course

Students undertake the study of 4 compulsory modules:

- two application modules relating to the fields of Civil structures and Personal and public transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements**Engineering Report****Preliminary Course**

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

HSC Course

Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Food Technology

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

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. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

Course Fees: Year 11 & Year 12 - \$80

KLA – TAS

Contact Person: Mrs J Rearden/Mrs J Quinn/Ms C Munro

Course No: 15180

2 units for each of Preliminary and HSC

Board Developed Course Details

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, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

Main Topics Covered

Preliminary Course

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC Course

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

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. 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

Course No: 11200

2 units for each of Preliminary and HSC

Board Developed Course Details

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 - Graphics

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

Industrial Technology consists of project work and Industry Studies that develop a broad range of skills and knowledge related to the industry focus area, as well as an introduction to industrial processes and practices.

Areas covered include:

- Industry Study
- Design
- Management and Communication
- CAD (Computer Assisted Drafting)
- Engineering and Product Drawing
- Architectural Drawings
- Presentation Techniques
- **Major Graphics Project – in Year 12**

NOTE: Students can only do 2 units of Industrial Technology. You **cannot** choose both Industrial Technology Timber Products and Furniture Industries AND Industrial Technology Graphics Industries.

Students may choose Industrial Technology Graphics and Furnishings. However, they cannot choose to do Industrial Technology Timber and Furniture Industries and Furnishings

Course Fees: Maybe required to purchase a drawing kit approx \$65

KLA – TAS

Contact Person: Mrs J Rearden/Mr Harrison

Board Developed Course Details

Exclusions: Nil

Industrial Technology – Timber Products & Furniture Technologies

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

Industrial Technology consists of project work and Industry Studies that develop a broad range of skills and knowledge related to the industry focus area, as well as an introduction to industrial processes and practices.

Areas covered include:

- Industry Study
- Design
- Management and Communication
- Materials
- Processes, Tools and Machinery
- **Major Graphics Project – in Year 12**

NOTE: Students can only do 2 units of Industrial Technology. You **cannot** choose both Industrial Technology Timber Products and Furniture Industries AND Industrial Technology Graphics Industries.

Students may choose Industrial Technology Graphics and Furnishings. However, they cannot choose to do Industrial Technology Timber and Furniture Industries and Furnishings

Course Fees: Year 11 - \$65 Year 12 \$25 + Major Project costs

KLA – TAS

Contact Person: Mr D Pursehouse/Mr Harrison

Board Developed Course Details

Exclusions: Nil

Information Processes & Technology

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

IPT is the study of computers and information processes involved using these systems. Information systems and the role they play in society have increased in significance over recent years. The area of information systems has provided major job growth in recent years. Moreover, fields which have not traditionally been associated with computers, but in which processing information is a vital function, are emerging as exciting new areas of employment. These include music, the arts, science and technology as well as new and fast-growing industries that use multimedia, graphics, databases and internet are some of the areas of interest this course visits.

Course Fees: Nil

KLA – TAS

Contact Person: Mr L Doyle

Course No: 15210

2 units for each of Preliminary and HSC

Board Developed Course Details

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%)
- Communication 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

ATAR Status: Yes

Number of Units: 2

Category: A

Description Summary:

The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental and project work. The HSC course builds on the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, consumer issues and the marketplace.

Course Fees: Year 11 & Year 12 = \$15

KLA – TAS

Contact Person: Mrs J Quinn

Course No: 15390

2 units for each of Preliminary and HSC

Board Developed Course Details

Exclusions: Fashion and Textiles TVET CEC43480, 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 (40%)
- Properties and Performance of Textiles (50%)
- 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 and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries

Type 2 – School Based Vocational (VET) Courses

The following VET courses contribute towards your HSC but **only 1 course** can contribute towards your ATAR if you choose to sit the course's HSC examination.

- Aviation (Remote Pilot)
- Business Services
- Construction
- Hospitality (Food & Beverage)
- Retail Services
- Skills for Work & Vocational Pathway

NOTE: VET COURSES

- Classed as Category B.
- If you are seeking an ATAR only one of these counts towards your final 10 Units.
- If you are counting a VET course in your final 10 units, you **must** sit the HSC exam.

Studying a VET course as part of your HSC

Frequently asked questions:

What does VET mean?

VET means Vocational Education and Training. VET courses are Higher School Certificate (HSC) courses for students which allow the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

What is the difference between VET courses and other HSC courses?

- VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC.
- Learning and assessment focuses on skills and is *competency based*.
- In some VET courses work placement is compulsory.

What is recorded on the HSC?

All VET courses are recorded on the HSC. As well, an HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to the NSW Board of Studies.

What are competencies?

A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), VET Board Developed Courses (VET BEC) as well as Accounting (Board Developed Course) are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards an ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Hunter/Central Coast Region (RTO 90222) is currently delivering Vocational Education and Training in 50 schools in the Region.

What are Australian Qualification Framework (AQF) qualifications?

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency they achieve.

What are Industry Curriculum Frameworks?

The Board of Studies has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course.

ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study.

What are Specialisation Courses?

Specialisation courses are 1 unit or 2 unit extensions added to the 240 hour (2 units x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AQF levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

Why is Work Placement Compulsory in some VET Courses?

Industry says workplace learning greatly enhances classroom training. Work placement in a 240 - hour course is 70 hours (usually done as two one-week blocks, one during the Preliminary course and one during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

Who Delivers VET to Students?

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

What is RPL?

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. The relevant VET Coordinator at your school holds application forms.

What is Credit Transfer?

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification. The relevant VET Coordinator at your school holds application forms.

Study in a VET ICF course may give a student access to the HSC and an AQF credential, workplace learning and an ATAR.

Aviation (Remote Pilot)

Description Summary: This qualification is suitable for students seeking employment operating remotely piloted aircraft systems (RPAS). Students gain a comprehensive understanding of the Unmanned Aerial Vehicle industry and how it can be part of their career opportunity. This course will be delivered by the qualified trainers provided by UVAIR. They will participate in a range of theoretical and practical flying activities. Students will achieve the following CASA licensed outcomes: 1) Remote Pilot License (RePL) 2) Aeronautical Radio Operators Certificate (AROC)

Contact Person: Mr K White



Stage 6 VET Board Endorsed course description

Aviation (Remote Pilot)

AQF VET qualification: AVI30419 Certificate III in Aviation (Remote Pilot)

65580 – Aviation (Remote Pilot) (240 indicative hours)

Pattern of study: 4 units x 1 year

HSC course requirements

Aviation (Remote Pilot) (240 indicative hours)

- the possible qualification outcome is AVI30419 Certificate III in Aviation accredited for a total of 4 units at the Preliminary level
- attempt all core and elective units of competency to a minimum of 240 HSC indicative hours.

The requirements for the completion of an HSC VET course are different to the requirements for AQF VET qualification completion. Registered Training Organisations (RTOs) need to ensure that delivery of courses meets HSC course requirements and complies with Training Package rules.

For a course to count towards the HSC program of study, students must satisfy the course completion criteria as required by NESA.

There must be sufficient evidence that the student has:

- followed the course endorsed by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
- achieved some or all of the course outcomes

Unit credit for the Higher School Certificate

Aviation (Remote Pilot) HSC VET courses count as Board Endorsed unit credit for the HSC but do not contribute towards an ATAR.

Course content

Unit Code and Title	Status for AQF VET qualification	HS indicative hours of credit
AVIF0021 Manage human factors in remote pilot aircraft systems operations	Core	10
AVIH0006 Navigate remote pilot aircraft systems	Core	25
AVIW0004 Perform operational inspections on remote operated systems	Core	20
AVIW0028 Operate and manage remote pilot aircraft	Core	25
AVIY0023 Launch, control and recover a remotely piloted aircraft	Core	25
AVIY0031 Apply the principles of air law to remote pilot aircraft system operations	Core	15
AVIY0052 Control remote pilot aircraft systems on the ground	Core	15
AVIY0053 Manage remote pilot aircraft systems energy source requirements	Core	20
AVIZ0005 Apply situational awareness in remote pilot aircraft system operations	Core	15
AVIE0003 Operate aeronautical radio	Elective – Group A	10
AVIF0023 Apply aircraft safety procedures	Elective – Group A	15
AVIY0027 Operate multi-rotor remote pilot aircraft systems	Elective – Group B	15
AVIH0008 Operate remote pilot aircraft systems in extended visual line of sight (EVLOS)	Elective – Group C	15
AVIW0007 Perform aerial mapping and modelling using remote piloted aircraft systems	Elective – Group C	15

AQF VET qualification

To attain [AVI30419 Certificate III in Aviation \(Remote Pilot\)](#), students must achieve 14 units of competency including:

- 9 core units of competency
- 5 elective units of competency
 - 2 units must be selected from Group A
 - at least 1 unit must be selected from Group B
 - at least 2 units must be selected from Group C

Business Services

Description Summary: Business Services is offered as a 2 Unit course in Year 11 and in Year 12. It is based on the National Training Package. The course is designed to provide students with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skills specifically related to business services but applicable to other service industries and careers. Business services focuses on sectors including, but not exclusive to management and administration; human resource management; sales marketing and advertising; and accounting and finance.

Mrs L



Education

Business Services Course Descriptor 2022

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: *BSB20115 Certificate II in Business

***This qualification will be updated in 2022. A new course descriptor with updated units of competency will be provided to students prior to course commencement.**

Contact
Person:
Langston

Course: Business Services (240 indicative hours) Board Developed Course Number: 26101		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The BSB20115 Certificate II in Business is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the BSB Business Services Training Package (Release 5) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
1 Core *BSBWHS201 Contribute to health and safety of self and others *11 Electives *BSBIND201 Work effectively in a business environment *BSBINM201 Process and maintain workplace information *BSBSUS201 Participate in environmentally sustainable work practices *BSBWOR203 Work effectively with others *BSBITU307 Develop keyboarding speed and accuracy		*TLIP2029 Prepare and process financial documents *BSBCMM201 Communicate in the workplace *BSBITU211 Produce digital text documents *BSBITU212 Create and use spreadsheets *BSBWOR202 Organise and complete daily work activities *BSBWOR204 Use business technology Additional units required to attain an HSC credential in this course *BSBINN201 Contribute to workplace innovation *BSBCUS201 Deliver a service to customers	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the business services industry involves:			
<ul style="list-style-type: none">customer (client) serviceorganising information and records in both paper and electronic forms		<ul style="list-style-type: none">teamworkusing technologiescreating documents	
Examples of occupations in the Business Services Industry			
<ul style="list-style-type: none">administration assistantclerical worker		<ul style="list-style-type: none">office juniorreceptionistinformation desk operatordata entry operator	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in BSB20115 Certificate II in Business , students require the physical ability to touch type with speed and accuracy. This is an inherent skill requirement for the unit of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification.			
Course consumables: \$0 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Construction

Description Summary: The course is designed to provide students with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skills specifically related to the building and construction industry but applicable to other service industries and careers. It is recommended that students studying Construction also study Maths in Trade Pathway to support their coursework.

Contact Person: Mr M Bull/ Mr C Harrison



Education

Construction Pathways Course Descriptors 2022

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: *CPC20211 Certificate II in Construction Pathways

*This qualification will be updated in 2022. A new course descriptor with updated units of competency will be provided to students prior to course commencement.

Course: Construction (240 indicative hours) Board Developed Course Number: *26201		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The *CPC20211 Certificate II in Construction Pathways is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CPC08 Construction, Plumbing and Services Training Package (Release 9.7) (https://training.gov.au/Training/Details/CPC08). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
6 Core *CPC00HS2001A Apply OHS requirements, policies and procedures in the construction industry *CPC00CM1012A Work effectively and sustainably in the construction industry *CPC00CM1013A Plan and organise work *CPC00CM1014A Conduct workplace communication *CPC00CM1015A Carry out measurements and calculations *CPC00CM2001A Read and interpret plans and specifications 6 Electives *CPC00CA2002B Use carpentry tools and equipment-Group B		6 Electives (cont.) *CPC00CA2011A Handle carpentry materials-Group B *CPC00CM2006B Apply basic levelling procedures-Group H *CPC00CO2013A Carry out concreting to simple forms-Group H *CPC00JN2001A Assemble components-Group F *CPC00JN2002B Prepare for offsite manufacturing processes-Group F Additional units required to attain an HSC credential in this course *CPC00CA2003A Erect and dismantle formwork for footings and slabs on the ground *CPC00CM2005B Use construction tools and equipment #CPC00VHS1001 Prepare to work safely in the construction industry	
#Successful completion: CPC00VHS1001 Prepare to work safely in the construction industry will lead to a General Construction Induction Card (White Card) issued by SafeWork NSW. This is a legal requirement before entering a construction site across Australia.			
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the construction industry involves:			
▪ communication	▪ problem-solving	▪ teamwork	▪ initiative and enterprise
Examples of occupations in the construction industry			
▪ Builder	▪ Shopfitter and joiner	▪ Bricklayer	
Mandatory course requirements to attain an HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in *CPC20211 Certificate II in Construction Pathways, students require the physical ability to safely carry out manual activities such as lifting, carrying and shifting loads of materials and climbing, use construction tools and equipment and safely work with a variety of construction materials. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$60 WhiteCard approx \$100 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Skills for Work and Vocational Pathways

Description Summary: This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. This course will provide students the opportunities to develop entry level digital literacy and employability skills. This certificate is completed in Year 11 and students will continue to Work Studies in Year 12.

Contact Person: Mrs L Langston/ Mrs C Kiker



Education

Skills for Work and Vocational Pathways Course Descriptor 2022

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: Statement of Attainment towards

FSK 20113 Certificate II in Skills for Work and Vocational Pathways

***This qualification will be updated in 2022. A new course descriptor with updated units of competency will be provided to students prior to course commencement.**

Course: Skills for Work and Vocational Pathways (120 indicative hours) Board Endorsed Course Number: 65244	Total of 2 units of credit – Preliminary or HSC This course will be delivered in one year. Does not contribute to the Australian Tertiary Admission Rank (ATAR)
The *FSK20113 Certificate II in Skills for Work and Vocational Pathways is accredited for the Higher School Certificate and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation. This course is designed for individuals who require further foundation skills development to prepare for workforce entry and/or vocational training pathways.	
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the based on FSK – Foundation Skills Training Package (Release 1.1) https://training.gov.au/Training/Details/FSK). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.	
Students will receive a Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways Units of Competency (Attempt All Units)	
Core *FSKDIG03 Use digital technology for routine workplace tasks *FSKLRG09 Use strategies to respond to routine workplace problems *FSKLRG11 Use routine strategies for work-related learning *FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work *FSKNUM15 Estimate, measure and calculate with routine metric measurements for work *FSKRDG10 Read and respond to routine workplace information *FSKWTG09 Write routine workplace texts	Electives- Foundation Skills *FSKOCM04 Use oral communication skills to participate in workplace meetings *FSKRDG09 Read and respond to routine standard operating procedures Electives- Vocational units *BSBITU211 Produce digital text documents *BSBITU212 Create and use spreadsheets
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.	
This course is suitable for students who require: <ul style="list-style-type: none"> a pathway to employment or vocational training reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3 entry level digital literacy and employability skills a vocational training and employment plan. Skills and knowledge gained in this course are transferable to vocational training pathways and employment in various industries and occupations.	
Admission Requirements *FSK20113 Certificate II in Skills for Work and Vocational Pathways represents an option for students to develop and 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 out of class homework, research activities and cluster-based assessments for students to complete. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.	
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.	
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.	
Course consumables: \$0 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>	
Exclusions: VET course exclusions can be confirmed with the school.	

Hospitality – Food and Beverage

Description Summary: Hospitality is offered as a 2 Unit course in Year 11 and in Year 12. The course is designed to provide students with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skills specifically related to the hospitality industry but applicable to other service industries and careers. Students will develop industry specific skills including customer service, communication, hygiene and safety. They will also learn a range of technical skills to prepare and present an industry quality dishes and complete barista training using a commercial coffee machine.

Contact Person: Mrs C Kiker/ Ms C Munro



Education

Hospitality - Food and Beverage Course Descriptor 2022

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: SIT 20316 Certificate II in Hospitality

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

Course: Hospitality (240 indicative hours) Board Developed Course Number: 26511		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The SIT 20316 Certificate II in Hospitality is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 1.2) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
6 Core SITXWH001 Participate in safe work practices BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITXCCS003 Interact with customers SITHIND003 Use hospitality skills effectively SITXCOM002 Show social and cultural sensitivity 6 Electives SITXFS001 Use hygienic practices for food safety Group A		SITHFAB005 Prepare and serve espresso coffee Group B SITHFAB007 Serve food and beverage Group B SITXFS002 Participate in safe food handling practices Group B SITHFAB004 Prepare and serve non-alcoholic beverages Group B SITHCC003 Prepare and present sandwiches Group B Additional units required to attain an HSC credential in this course SITHCC001 Use food preparation equipment Other SITXCOM001 Source and present information Group B BSBSUS201 Participate in environmentally sustainable work practices Group B	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
▪ Supporting and working with colleagues to meet goals and provide a high level of customer service		▪ Prepare for front of house service, manage resources, preparing and serving a range of food and beverages	
Examples of occupations in the Hospitality (Food and Beverage) Industry			
▪ Café Attendant		▪ Food and Beverage Attendant ▪ Barista	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.			
Admission Requirements To enrol in SIT 20316 Certificate II in Hospitality , students should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held and larger commercial equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: Year 11 & 12 = \$120 plus \$25 toolkit & \$70 uniform (approx.) Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Retail Services

Description Summary: This qualification reflects the role of frontline retail team members who use a defined and limited range of operational skills to undertake workplace activities. They are involved in mainly routine and repetitive tasks and work under direct supervision of others. This qualification provides a pathway to work in a diverse range of retail settings including specialty retailers, supermarkets, department stores and quick service restaurants.

Contact Person: Mrs R Crick



Education

Retail Services Course Descriptor 2022

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: SIR30216 Certificate III in Retail

The information may change for 2022 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be provided as soon as available to ensure minimum disruption or disadvantage to students.

Course: Retail Services (240 indicative hours) Board Developed Course Number: 26911		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)
The SIR30216 Certificate III in Retail is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.		
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIR Retail Services Training Package (Release 4) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.		
Units of Competency		
3 Core SIRXCEG001 Engage the customer SIRXCOMD02 Work effectively in a team SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty		5 Electives SIRXPDK001 Advise on products and services SIRRMR001 Produce visual merchandise displays SIRRINV001 Receive and handle retail stock SIRRINV002 Control stock SIRXIND002 Organise and maintain the store environment Additional for HSC Requirements SIRXSLS002 Follow point-of-sale procedures
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.		
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the retail industry involves:		
<ul style="list-style-type: none"> customer service stock control using cash registers, scanners, computers, telephones 		<ul style="list-style-type: none"> teamwork designing and creating displays
Examples of occupations in the Retail Industry		
<ul style="list-style-type: none"> buyer customer service assistant 	<ul style="list-style-type: none"> stock controller sales person 	<ul style="list-style-type: none"> visual merchandiser merchandiser
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.		
Admission Requirements To enrol in SIR30216 Certificate III in Retail , students would need to be interested in engaging customers, maintaining daily store operations and knowledge of products and services. They would need to work independently under limited supervision. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities and assignments.		
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.		
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.		
Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification.		
Course consumables: Year 11 & 12 - \$20 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>		
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.		
Exclusions: VET course exclusions can be confirmed with the school.		

Type 3 – Board Endorsed Courses

The following courses are offered by the school for students who are interested in specific areas or who do not want to follow a pathway to University. Board Endorsed Courses **DO NOT** have a Higher School Certificate Exam and so do not count towards an ATAR, but they **DO COUNT** towards the award of the HSC. These courses will be listed on the students' record of achievement.

- Marine Studies
- Photography, Video & Digital Imaging
- Sport, Lifestyle & Recreation
- Visual Design
- Work Studies

Marine Studies

ATAR Status: No

Number of Units: 2

Category: B

Content Endorsed Course

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 into the 21st century.

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

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.

Furthermore, 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 and students acquire 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

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 broad scope, students may study a range of units such as 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 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.

How will this help me in the future?

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

KLA – Science

Contact Person: Mr G Jensen

Content Endorsed Course

Exclusions: Nil

Photography, Video & Digital Imaging

ATAR Status: No

Number of Units: 2

Category: B

Content Endorsed Course

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.

Course Fees: Year 11 - \$60, Year 12 - \$50

KLA – CAPA

Contact Person: Mrs C McGilvery/Mr D Krix/Ms M Hamilton/ Ms S McNaught/Ms T Berberian

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:

- Still digital photography
- Wet Photography/Black and White traditional darkroom photography
- Video/short film making
- Digital Imaging and photo editing and photo manipulation

Assessment tasks can include the following components;

- The Surreal collection – elements of photography
- The 24/7/mirror short film project
- Special effects makeup and black and white photography
- In year 12, students may specialise in the expressive form (still, film, animation, photoshop or black and white) that they are passionate about. A theme will be provided to work with and students will make their own decisions about processes and approach in consultation with the teacher.

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements

Students are required to keep a diary throughout the course. One exam throughout the two year course.

Sport, Lifestyle & Recreation

ATAR Status: No

Number of Units: 2

Category: B

Content Endorsed Course

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.

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

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

This course involves both theoretical and practical components, and provides students with opportunities to participate in extra-curricular activities and excursions depending on their areas of interest.

Course Fees: \$30 to cover the cost of a compulsory SLR polo shirt, which the students will wear during practical lessons. There will also be additional fees throughout the course to cover the costs of any excursions/incursions.

KLA – PDHPE

Contact Person: Mr M Crawford

Content Endorsed Course

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Visual Design

ATAR Status: No

Number of Units: 2

Category: B

Content Endorsed Course

Visual Design Stage 6 builds on related studies in Visual Arts and Visual Design Years 7–10. This course provides for a more extensive and in-depth study in keeping with the central role of design applications in the community. As a 2 unit course in Year 11 or 12, it provides a basic introduction to visual design which can complement study in the visual arts and other learning areas and develop knowledge and skills which can be applied in a wide range of situations. As a 2 unit course in Years 11 and 12 it provides a more rigorous learning experience which can lead to related tertiary or vocational studies and employment. Visual Design also allows students to enhance their study of the Higher School Certificate courses in Visual Arts, Photography and Ceramics.

The study of Visual Design Stage 6 will support students in developing a commitment to and capacity for lifelong learning in this area. This may lead to further post-school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

Main Topics Covered

Modules may be selected in any of the following broad fields

Graphic Design/Large

Modules: 20-40 Hours

Scale Mural Design

- GD1 Publications and Information
- GD2 Illustration and Cartooning
- GD3 Interactive and Multimedia

and/or

Wearable Design/Fashion

Modules: 20-40 Hours

Design; Shoes

- WD1 Clothing and Image
- WD2 Jewellery and Accessories
- WD3 Textiles

and/or

Product Design/Ceramics, Keep Cups

Modules: 20-40 Hours

- PD1 Packaging
- PD2 Furniture
- PD3 Industrial

and/or

Interior/Exterior Design/ Architecture

Modules: 20-40 Hours

- IED1 Structures and Environment
- IED2 Stage Sets and Props
- IED3 Interiors

and/or

General

Modules: 20-40 Hours

- GM Individual/Collaborative Design Project

and

Mandatory (any Field[s])

Module: 3-6* Hours

Occupational Health and Safety

KLA – CAPA

Contact Person: Mrs C McGilvery/Ms S McNaught/Ms M Hamilton/Ms T Berberian/Mr D Krix

Particular Course Requirements

Students are required to keep a diary throughout the course.

Work Studies

ATAR Status: No

Number of Units: 2

Category: B

Content Endorsed Course

Structure of the course

The *Work Studies* CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

The *Work Studies* CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

Core - My Working Life

Modules - There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

Nature of the course

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The *Work Studies* CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the *Work Studies* syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

The *Work Studies* course will assist students to:

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

KLA – HSIE

Contact Person: Mr B Waters

Content Endorsed Course

Exclusions: Nil

TVET Courses

The following TVET courses give Year 11 and 12 students the opportunity to study TAFE courses as HSC subjects. They contribute to your HSC and are listed on the students' record of achievement. For further information go to www.hunter.tafensw.edu.au/tvet

	Qualification Name	Delivery	Day	Time	Location
Category B Courses ATAR	Certificate II in Automotive Vocational Preparation	4u x 1yrs	Tuesday	8.00am - 4.30pm	Wyong
	Certificate III in Individual Support (Ageing)	2u x 2yrs	Tuesday	1.30pm - 4.30pm	
	Certificate II in Construction Pathways	2u x 2yrs	Tuesday	2.00pm - 6.00pm	Ourimba h
	Certificate II in Electrotechnology (Career Start)	2u x 2yrs	Tuesday	2.00pm - 6.00pm	Wyong
	Certificate III in Tourism	2u x 2yrs	Tuesday	2.00pm - 5.00pm	Ourimba h
	Certificate III in Tourism	4u x 1yrs	Monday	12.00pm - 6.00pm	Ourimba h
NON ATAR Courses	Certificate II in Animal Studies	2u x 2yrs	Thursday	2.00pm - 6.00pm	Gosford
	Certificate II in Animal Studies	2u x 2yrs	Tuesday	2.00pm - 6.00pm	Wyong
	Certificate II in Animal Studies	4u x 1yrs	Tuesday	9.00am - 4.00pm	Wyong
	Certificate II in Applied Fashion Design and Technology	2u x 1yrs	Tuesday	12.30pm - 3.30pm	Online
	Certificate I in Automotive Vocational Preparation	0u x 1yrs	Friday	9.00am - 2.30pm	Wyong
	Certificate III in Make-Up	4u x 1yrs	Thursday	9.00am - 3.30pm	Gosford
	Certificate III in Early Childhood Education and Care	4u x 2yrs	Tuesday	9.00am - 3.00pm	Ourimba h
	Certificate I in Engineering	3u x 1yrs	Wednesday	9.00am - 3.30pm	Gosford
	Certificate III in Music Industry	2u x 2yrs	Thursday	2.00pm - 6.00pm	Ourimba h
	Certificate II in Drainage	2u x 2yrs	Thursday	1.00pm - 5.00pm	Wyong
	Certificate III in Real Estate Practice	2u x 1yrs	Tuesday	1.00pm - 5.00pm	Online
	Certificate II in Salon Assistant	3u x 1yrs	Tuesday	9.00am - 3.30pm	Gosford

If you are interested in doing one of the courses above you need to see Ms Barber to complete an application form. If accepted to a TVET course, students will study this course in addition to their school courses.

Virtual VET Courses – Skills at School

There are 20 HSC virtual VET courses available in 2022. These new industry-focused courses will contribute to a student's HSC and ATAR giving them in-demand skills for the workplace. These courses will comprise weekly video conferences and access to digital content 24/7. Where applicable some courses will have face-to-face workshops.

The 20 Virtual VET courses on offer include:

<ul style="list-style-type: none"> ● Automotive: Automotive Technology ● Business Services: Big Data ● Business Services: Business Operations ● Business Services: Entrepreneurship ● Business Services: Health Administration ● Business Services: Real Estate ● Construction: Construction and Virtual Design ● Electrotechnology: Robotics ● Financial Services: Accounting ● Human Services: Allied Health Assistant 	<ul style="list-style-type: none"> ● Human Services: Care in Ageing ● Information and Digital Technology: Cloud Computing ● Information and Digital Technology: Cyber Security ● Information and Digital Technology: Game Design ● Information and Digital Technology: Web Development ● Primary Industries: Conservation and Ecosystem Management ● Primary Industries: Horticulture ● Retail Services: Digital Supply Chain ● Retail Services: Social Media ● Tourism, Travel and Events: Events and Virtual Experiences
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For more information about Virtual VET courses please see Ms Barber in Careers.

School Based Apprenticeships and Traineeships (SBATS)

It is possible to do the first year of an apprenticeship during Years 11 and 12 as a part of your HSC.

SBATs give students the opportunity in Years 11 and 12 to:

- Attain a nationally recognised VET qualification.
- Get your HSC.
- Gain valuable work skills and experience through paid employment.

School based Apprentices are required to:

Enter into a training contract for a nominal duration of five years: two years part time whilst at school and then a further three years. They leave Year 12 with the first year of their apprenticeship done.

Undertake a minimum of 100 (depending on the apprenticeship it could be up to 180) days of paid employment before the end of their HSC year.

Enrol in and complete a minimum Certificate III AQF qualification – usually at TAFE.

School based trainees are required to:

Enter into a training contract for two years or until they have completed their formal training requirements for the HSC.

Work a minimum of 100 paid day's employment.

How does this work?

In reality it tends to vary a little according to the type of traineeship or apprenticeship. Students generally would be **on the job the equivalent of one day a week during school time** and then **work during their school holidays** to make up the required numbers of days. This is paid work at apprenticeship or trainee wages.

Apprentices would also **attend TAFE one day a week**. This leaves 3 days at school.

Trainees usually **go to TAFE on Tuesday** or meet training requirements at school. This usually means they only miss one day's school. Some traineeships, especially in retail, can be completed outside school hours and still count towards a HSC.

Because of the time commitment a **School Based Apprenticeship or Traineeship is worth 2 to 4 units (1 or 2 subjects) towards the HSC**. This gives them time (theoretically) to catch up on work missed at school when on the job or at TAFE. **Students need self-discipline to do this successfully.**

What's the catch?

Finding an employer to take you on. It's possible to register an expression of interest -- but this is a competitive process.

In reality, most SBATs are found through family connections.

Employers will often be unaware of the benefits of taking on a school based trainee or apprentice. Ms Barber has information that will help. There is financial incentive.

**** FOR MORE DETAILED INFORMATION PLEASE SEE MS BARBER**