



Prairiewood High School



Year 11 Prospectus 2022

Preliminary HSC & HSC Course Information Manual

**Information booklet for all students seeking enrolment at
Prairiewood High School
Year 11, 2022.**

This booklet provides details of the study requirements needed for the award of the Higher School Certificate in 2023 and includes an outline of course details for all subjects likely to be offered for Year 11 in 2022.

Students are encouraged to choose subjects and alternative courses carefully as final decisions relating to the establishment of classes will depend upon the number of applications received for each course and the school staffing resources available.

Staff Directory

Principal	Ms B Giudice
Deputy Principal	Ms A De Carli
Deputy Principal	Mr A Judge
Deputy Principal	Mr M Kumar
Deputy Principal	Ms A Pool (Rel)
Head Teacher English	Ms M Rodic (Rel)
Head Teacher Mathematics	Ms L Quinnell
Head Teacher Science	Mr G Di Scala
Head Teacher HSIE	Mr C Williams
Head Teacher PDHPE	Ms S Blazevska (Rel)
Head Teacher CAPA/LOTE	Ms G Valatiadis
Head Teacher TAS	Mr D Di Ienno
Head Teacher Administration	Mr C Acosta (Rel)
Head Teacher Student Wellbeing	Mrs K Hernandez, Mrs L Marlow, Ms K Bond (Rel)
Head Teacher Learning Support	Ms N Zalavras, Ms K Watkins (Rel)
Head Teacher Secondary Studies	Ms K Chen (Rel)
Head Teacher Teaching and Learning	Mr D Merzi, Ms L Parisi (Rel)
Head Teacher Student Engagement	Ms S Davis
SVET & TVET Coordinator	Mrs P Evans
VET Coordinator	Ms M Beatriz
Year Advisers	Ms S Blazevska, Ms N Dixon
Careers Adviser	Mrs P Evans, Mrs D Smith (Rel)
Teacher Librarian	Ms W Soro
School Counsellors	Ms A Michalopoulos, Ms Y Zaya

Year 11 Prospectus 2022

**“A Guide to Courses Offered to Students Enrolling
in Year 11 at Prairiewood High School in 2022”**

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Principal's Message

Welcome to another crucial stage of your high school career. Prairiewood High School has a proud history and tradition of academic excellence, with high university entrance rates and a strong reputation for outstanding HSC results. Our school has extensive university links, a dedicated homework centre, senior tutorial program and numerous co-curricular programs to meet students' personalised learning needs.

The selection of subjects to be studied for the Preliminary and HSC courses are very important and will in many cases shape future career pathways, including University, TAFE, Apprenticeships or Employment. It is essential that students, along with their parents or caregivers, carefully read the information contained in this booklet to acquaint themselves with all the subjects available and ensure that students make an informed choice that will enable the pathway to a successful career.

Prairiewood High School offers a broad range of subjects and courses to meet students' needs, interests and abilities. While the majority of these are offered at school, options exist for students to study at TAFE, the NSW School of Languages and NSW Health. This booklet contains some information about these options. For more details about TAFE/NSW Health courses, students should see Mrs Evans in the Library. For more information about NSW School of Languages and Saturday School of Community Languages, students should see Ms Chen from the Mathematics Faculty.

Depending on the chosen pattern of study, students may have a more flexible timetable than in Years 7 to 10, with different starting and finishing times or travel to TAFE. Senior students are timetabled and required to use the Library for private study during the school day when they do not have a scheduled class, supervised by Library and Secondary Studies staff.

You need to choose your subjects wisely, and you need to reflect deeply on what it takes to commit to the senior years of schooling. Years 11 and 12 are very different from Year 10. Expectations are higher in regards to diligence, sustained effort, attendance and commitment.

Senior study requires an independent and mature approach in order to meet the HSC rules and requirements as outlined by the NSW Education Standards Authority (NESA), the expectations of the school and parent expectations. Success in the HSC is achieved through hard work, dedication and commitment to course requirements. Students will be considered to have satisfactorily completed a course when there is sufficient evidence that they have met the following criteria:

- *Followed the course developed or endorsed by the NSW Education Standards Authority (NESA).*
- *Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.*
- *Achieved some or all of the course outcomes.*

To assist with subject selection, students will have the benefit of participating in a program that includes curriculum taster lessons, career planning advice and an information evening for students and parents.

We encourage students to make decisions based on a number of different requirements, including specific University course requirements, career pathways or subjects of special interest to them or courses in which they are achieving success. In choosing to continue to the senior school at Prairiewood High School, you are accepting the responsibility that goes with that choice. I look forward to seeing your commitment to your studies, a strong focus on learning and achievement and work hard to achieve the best results possible. All the best for the next two years.

Belinda Giudice

Principal

Information about the HSC in 2023

This booklet is designed to help you choose the appropriate pathway and the most suitable subjects for study in Years 11 and 12. The subject choice decisions you make now will allow you to plan for your future.

The Higher School Certificate recognises 13 years of schooling. The HSC is an internationally recognised credential that provides a strong foundation for post-school life. Whether you pursue tertiary qualifications, vocational training or move directly into the workforce, the HSC qualification will equip you with the necessary skills and knowledge to make a meaningful contribution to your chosen field. In choosing a pattern of study, students must carefully consider their goals, areas of strength, interests, abilities and career aspirations. To ensure that your decisions are appropriate, you are advised to:

1. *Carefully read the information provided in this booklet.*
2. *Investigate the requirements for your possible career interests by obtaining information from the Careers Adviser, Mrs Evans.*
3. *Check with your teachers about your ability with relation to the specific courses/subjects you may be considering, and the workload that will be expected of you.*
4. *Read your Semester One reports carefully as current performance is the best indicator of future performance.*
5. *Be realistic about your selections.*
6. *Take responsibility for your learning. You have control of your future.*

The Higher School Certificate includes a wide range of courses, incorporating learning outcomes to suit students at all levels of ability and are linked to further education and training. Extension courses enable students to undertake more in-depth study in areas of special interest and ability. Vocational Education and Training (VET) courses do count towards the HSC and also lead to qualifications recognised across a range of industries. The HSC includes life skills courses for students with special education needs.

The HSC will fairly assess each student's knowledge and skills. If you meet the minimum standard expected in a course, you will receive a mark of 50. If you have a higher standard of performance, you will receive a higher mark.

Details of the rules for assessment, the school's assessment policy and the assessment schedule for each course offered will be provided in separate Assessment Booklets, one for the Year 11 Preliminary Courses and one for the Year 12 Higher School Certificate Courses.

Vocational Education and Training (VET) Courses – either Board Developed or Board Endorsed:

VET courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. Many of the courses have a specific workplace component and a compulsory minimum number of hours students must spend in the workplace or a simulated workplace at school or TAFE.

Students receive special documentation showing the competencies gained. Schools will deliver some of these courses, while TAFE or other providers will deliver others.

Assessment and Reporting

HSC reports provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

Syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected of you.

School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the H.S.C. course. The other 50% will come from the HSC examination.

Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 will correspond to the highest level of achievement.

On satisfactory completion of your HSC you will receive a portfolio containing:

- The HSC Testamur
- The Record of Achievement
This document lists the courses you have studied and reports the marks and bands you have achieved in each course.
- Course Reports
For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.
- Statement of Attainment
This document is awarded for VET subjects you have studied, showing the units in which you are competent.

Meeting HSC eligibility requirements

Know the eligibility basics

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.

Certain patterns of study and course requirements apply

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.

Students may count up to six units of Science in Year 11 and seven units of Science in Year 12.

There are also specific eligibility rules for some Languages courses, such as Beginners and Continuers, 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 the NESA website.

If you wish to receive an Australian Tertiary Admission Rank (ATAR):

- You must satisfactorily complete at least ten BOARD Developed units in the HSC Course, of which at least eight units of courses must be Category A courses (only 2 units can be Category B units).

The booklet, University Entry Requirements Year 10 Booklet, published by UAC contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry from 2022.

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

What are Units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Each unit involves class time of approximately 2 hours or 4 (50 minute) periods per fortnight (60 hours per year). In the HSC, each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

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

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

EXTENSION COURSE - Extension study is available in a number of subjects.

- Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. They require students to work beyond the standard of the 2 unit course. Extension courses are available in English, Mathematics, Science, History, Music, some Languages and VET.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in Year 11 in these subjects before proceeding to the HSC extension courses (Extension 1 and Extension 2) in Year 12. The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- Extension courses of Mathematics and English in Year 11 are 4 periods per cycle.
- All year 12 Extension courses are 4 periods per cycle.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in **Year 12** only.

Note: If classes are reduced, timetable allocations will also be reduced. This is at the discretion of the principal.

What types of courses can I select?

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

Board Developed Courses - These courses are developed by NESA. There is a syllabus for each course that contains:

- The course objectives, structure, content and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses can be divided into two main types: Content Endorsed Courses and School Designed Endorsed Courses.

Content Endorsed Courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in Board Developed Courses. Many HSC (Vocational) courses delivered by TAFE are Content Endorsed Courses.

Schools may also design special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate. E.g. Work Studies.

There is no external examination for any Content Endorsed Course or School Designed Endorsed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement.

Board Endorsed Courses **do not** count in the calculation of the ATAR.

In this booklet, course information pages will display the following:

A for courses which **can** be used for the calculation of an ATAR.

NA for courses which **cannot** be used for the calculation of an ATAR.

Top 10 tips for Year 10 students choosing their HSC Courses

1. Choose HSC courses you're good at, which interest you, and which will lay a foundation for your future plans.
2. Choose courses best suited to your ability. Don't choose courses just because of scaling or because you think they will give you a better ATAR.
3. Make the link between your choice now and where you want to go after Year 12.
4. Check if the university you want to go to (and/or the course you want to do) has prerequisites and assumed knowledge.
5. If you want an ATAR, make sure you will be eligible.
6. Depending on what you study, marks around 70 in the HSC could lead to an ATAR in the 50s, while marks closer to 80 could lead to an ATAR of 80.00. This is because most students have marks between 70 and 80 so when you are ranked that group easily spreads out.
7. If you are getting marks in the 70s do your best to get closer to 80 – it will make a big difference to your ATAR.
8. Remember that universities often increase your selection rank in recognition of your performance in particular HSC courses (usually for Bands 4 and above).
9. All students must choose English. The specific level of English will be determined through negotiation with the Head Teacher of English. If you're not sure what level of Mathematics to take, choose the level that suits your ability and future plans. You will not necessarily get a higher ATAR just by studying a lower level course, and universities don't always increase your selection rank to reward your performance in the lower level courses, no matter how well you do. Also check prerequisites in case you need to get a certain performance band.
10. To maximise your ATAR you have to make good choices about what to study, work to the best of your ability and work towards your goals for life after school.

Choosing a package of HSC courses

There are several ways in which the HSC can be completed. The actual package of courses chosen depends on the interests and abilities of the student. The Careers Adviser and Secondary Studies Team will work individually with each student and in class groups to determine the most appropriate combination of courses.

Students will also be assisted in developing a 'School to Work Plan' that will be adapted as they move throughout the senior school and develop a clearer vision of what the future holds for them.

Prairiewood High School offers the following options, which can be taken on a full or part-time basis:

1. MATRICULATION PATHWAY

This pathway is best suited to above average students (top 25-30%) looking at university study straight from school.

2. FAST TRACK TO EMPLOYMENT PATHWAY

This pathway is suited to those students who are of average ability who perhaps want to study at TAFE or enter employment straight from school and require work related skills to achieve this.

3. FOUNDATIONS FOR EMPLOYMENT PATHWAY

This pathway is especially designed for those students who find school work difficult and need help to build basic skills such as reading and writing as well as prepare for employment.

4. PART TIME TRAINEESHIP AT SCHOOL PATHWAY

This pathway suits those students who want to combine paid work and training, with their HSC studies. This pathway suits a range of ability and interest levels.

1. MATRICULATION PATHWAY

Above average students (usually those in the top 25-30% of their year academically) often aim for further study in degree courses at University or Diploma courses at TAFE. These students need to have a solid grounding in courses which meet the requirements for obtaining an Australian Tertiary Admission Rank (ATAR) which is used by the universities to determine entry into courses. An ATAR is **not** used to determine entry into TAFE Courses.

Students need to follow the guidelines below:

- Choose at least 10 units of Board Developed Courses
- Choose no more than 2 units of 'Category B' courses
- For Physics and Engineering courses you should choose at least Mathematics Advanced
- Prospective Primary teachers need to select a Maths course

How will universities work out whether you can enrol in a particular university course?

Students wishing to study at university straight after school require an Australian Tertiary Admission Rank (ATAR) to be eligible. The ATAR is a number between 0.00 and 100.00 with increments of 0.05. It provides a measure of overall academic achievement in the HSC and assists universities in ranking applicants for selection.

The ATAR is calculated by the Universities Admissions Centre (UAC). The ATAR is determined as follows:

1. Eligible HSC students are ranked on the basis of their aggregate of scaled marks (assessment and examination) from their best 10 Board Developed units.
2. The 2nd step is to spread these totals on a continuum from 0 to 100 in increments of 0.05. Thus ATAR is a **RANK**, **not** a mark or average percentage of H.S.C. results achieved.

2. FAST TRACK TO EMPLOYMENT PATHWAY

Most students attempt the HSC to improve their employment prospects. Therefore, it is essential that students choose subjects appropriate to their abilities and interests.

Students undertaking this pathway have considerable flexibility in choosing their subjects. However, to gain the most benefit, it is recommended that students choose **at least** ONE TAFE or School Delivered VET or General CEC course. These courses teach students skills that are relevant to future study and employment. These courses allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. The AQF qualifications are recognised by industry and employers throughout Australia.

TAFE and VET courses require students to spend a minimum number of hours in the workplace. Students receive documents that report the competencies they have achieved and an AQF Certificate or Statement of Attainment. Some of these courses will be studied at school, others are delivered by TAFE.

This pathway provides a strong preparation for both employment and further study at TAFE or University depending on the exact combination of subjects taken and of course, the students' results. Many courses offered, articulate into higher level courses at TAFE. Some of these courses, in turn, articulate into university courses. Articulation means that the completed courses can be credited towards a higher qualification at TAFE or university.

3. FOUNDATIONS FOR EMPLOYMENT PATHWAY

Some students find school work difficult. Perhaps they have only been living in Australia for a short time and their English is not so good. Perhaps they have found certain subjects hard to understand.

This should not stop students from getting an HSC. This pathway will assist students who need extra help with their English or other school subjects. It also gives students an opportunity to gain work related qualifications that will give them the skills needed to enter the workplace.

Students should choose a package of courses that will help them build on their basic skills such as English, as well as equipping them with specific work related skills to assist them when seeking employment.

Students should include TWO vocationally oriented courses in their package and are also encouraged to undertake part time employment to complement their studies.

The exact package of courses will depend on students' interests and abilities. The Careers Adviser and Secondary Studies Team will assist students in designing an individual package.

4. PART TIME TRAINEESHIP AT SCHOOL PATHWAY

Many students work part time while studying for their HSC. There is now an opportunity for students to have this part-time work counted towards their HSC.

HSC studies can be undertaken at the same time as a part-time traineeship. A traineeship is a job that combines **paid work** and **training** that leads to a recognised Australian qualification. In effect, a student following this pathway will **study** at school, be in **training** at TAFE or with an employment provider and be in **paid work**. All of this will count towards the HSC.

Students will study subjects chosen from the courses outlined on pages 15 & 16 but must include English, in order to be eligible for the HSC.

This new pathway is a great way to get a head start in a student's chosen career area.

As with all the pathways offered at Prairiewood, the exact nature of the courses chosen will depend on students' interests and abilities. The Careers Adviser and Secondary Studies Team will assist students in formulating their individual School to Work plan.

***Additional information about courses and the HSC is available on the NESA
Website: <http://www.educationstandards.nsw.edu.au>***

Courses Available at School

- All students must complete a minimum of 12 Units in Year 11 and 10 Units in Year 12.
- All students must complete at least six units of Board Developed Courses (Category A or B) in Years 11 and 12.
- Students must complete at least 10 Units of Board Developed Courses to be eligible to receive an ATAR
- Not more than TWO units of category B courses can be included in the “best 10” units for the calculation of the Australian Tertiary Admission Rank (ATAR) and students must sit for the HSC written paper.
- All students must study at least 4 different subjects.

BOARD DEVELOPED COURSES (CATEGORY A)			
Subject	Course Fees Per Year	FAC	UNITS
Ancient History	-	HSIE	2U
Biology	\$35	SC	2U
Business Studies	-	HSIE	2U
Chemistry	\$35	SC	2U
Community and Family Studies	-	TAS	2U
Design and Technology	\$25	TAS	2U
Economics	-	HSIE	2U
Engineering Studies	\$30	TAS	2U
English - Advanced, Standard, EAL/D	-	EN	2U
English – Ext 1 (<i>see note below</i>)	-	EN	1U
Food Technology	\$50	TAS	2U
French – Beginners	-	CAPA	2U
Geography	-	HSIE	2U
Industrial Technology – Timber	\$30 + material costs	TAS	2U
Information Processes & Technology	-	TAS	2U
Investigating Science	\$35	SC	2U
Italian – Beginners	Beginners \$15	CAPA	2U
Japanese – Beginners & Continuers	Workbook fee to be paid separately	CAPA	2U
Legal Studies	-	HSIE	2U
Mathematics – Advanced, Standard (<i>see note below</i>)	-	MA	2U
Mathematics – Ext I (<i>see note below</i>)	-	MA	1U
Modern History	-	HSIE	2U
Music I & Music II	\$25	CAPA	2U
PDHPE	\$85 First Aid Course, paid separately	PDHPE	2U
Physics	\$35	SC	2U
Society and Culture	-	HSIE	2U
Software Design and Development	-	TAS	2U
Textiles and Design	\$30 + material costs	TAS	2U
Visual Arts	\$70	CAPA	2U

- Students undertaking Extension 1 courses in Year 11 Mathematics and/or English may take an additional unit in Year 12, subject to performance.
- Students undertaking Mathematics Standard may continue their study into Year 12 via either of two pathways: Mathematics Standard 2 (ATAR & Category A) or Mathematics Standard 1 (ATAR/Non-ATAR & Category B).

Note: Category B subjects Mathematics Standard 1 and English Studies have a written examination option, which can be included towards the calculation of an ATAR if undertaken. However, only one Category B course can be included in the calculation of an ATAR.

BOARD DEVELOPED COURSES (CATEGORY B)

Subject	Course Fees Per Year	FAC	UNITS
English Studies	-	EN	2U
Mathematics in Trades	-	MA	2U
Construction (VET)	\$90 + \$30 for White Card	TAS	2U
Hospitality (Food Beverage) (VET)	\$80 + \$75 for Uniform Costs	TAS	2U
Hospitality (Kitchen Operations) (VET)	\$80 + \$75 for Uniform Costs	TAS	2U
Primary Industries Agriculture (VET)	\$30	TAS	2U
Retail Services (VET)	-	HSIE	2U
Sport Coaching (VET)	\$85 First Aid Course, paid separately	PDHPE	2U

NOTE: The school VET courses listed above have a written examination option. Only ONE of these courses can be included towards an ATAR, if the written examination option is chosen.

CONTENT ENDORSED COURSES (CATEGORY C)

Subject	Course Fees Per Year	FAC	UNITS
Computing Applications	-	TAS	2U
Exploring Early Childhood	-	TAS	2U
Photographic and Digital Media	\$70	CAPA	2U
Sport, Lifestyle & Rec. Studies	\$85 First Aid Course, paid separately	PDHPE	2U
Visual Design	\$70	CAPA	2U
Work Studies	-	HSIE	2U

NOTE: Board Endorsed Courses cannot be counted towards an ATAR.

PLEASE NOTE:

A Textbook Hire Fee of \$50, as well as Textbook Hire Bond of \$50, applies to all Year 11 students. This cost covers both senior years.

The Textbook Hire Bond is refunded upon return of all textbooks at the end of Year 12.

HSC SVET Courses

SVET courses are also available in other industry areas.

These are:

- Accounting (Board Developed Category B Course delivered by TAFE)
- A wide range of Content Endorsed and Board Endorsed VET Courses are available through TAFE. You should check the TAFE delivered HSC TVET courses available. You can find information on these courses in the '2018 TVET Course Guide' supplement available from Mrs Evans, Careers Adviser

Note:

- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework Course at TAFE.
- Some other SVET courses also have exclusions, where a student cannot study 2 subjects where part or most of the content matter of the courses is the same e.g. Hospitality Multiskilling at school and Hospitality Multiskilling at TAFE.
- Recognition of Prior Learning (RPL) is offered in all VET courses. Students can apply for RPL for either Work Placement or units of competency and should obtain an application form from the SVET Coordinator.
- The school and the Department of Education have processes in place if there is a complaint, or appeal in a VET course. These can be obtained from the SVET Coordinator before the commencement of the course or a copy will be given to all SVET students at the start of the year, by their school or TAFE teacher.
- All School VET courses have a subject fee attached to them. Students may apply for a refund or partial refund of fees if they withdraw from an SVET course throughout the year. Students should see the relevant Head Teacher to work out the refund amount.
- Late entry into an SVET course will jeopardise the students attainment of the AQF Certificate Qualification associated with the course. It is the **student's responsibility** to ensure that all the relevant course work is finalised and that all the appropriate assessment tasks are completed and documented to be deemed competent in the missed units of competency.

CONTENT ENDORSED COURSES (OTHER THAN VOCATIONAL CECs) IN 2022 INCLUDE:

Computing Applications
Exploring Early Childhood
Photographic and Digital Media
Sport, Lifestyle and Recreation Studies
Visual Design
Work Studies

NOTE: *Certain subjects cannot be studied in combination with other subjects. These exclusions applying to Content Endorsed Courses are listed in the course descriptions in the following part of this booklet with the relevant CEC course description.*

Courses Available at TAFE (through school)

The following TAFE courses include a mandatory work placement.

- Each TAFE afternoon represents one whole week of coursework. Consequently, students **MUST** attend their TAFE Course every week.
- TAFE and school staff closely monitor attendance at TAFE. Failure to regularly attend will result in a N-Determination for the TAFE Course.
- Attendance at TAFE during Exam periods is mandatory. No exams are scheduled for TAFE students on a TAFE afternoon.
- Each course is run at selected TAFE campuses only. Not all courses may run.

2 UNIT CONTENT ENDORSED and FRAMEWORK COURSES

ONE YEAR COURSES

*These courses **cannot** be included towards an ATAR.*

Automotive – Mechanical Light Vehicle
 Automotive – Mechanical Light Vehicle specialisation
 Aviation – Flight attendant
 Beauty Therapy – Makeup
 Community Service Introduction – Child Studies
 Construction – Carpentry
 Media – Imaging & Video
 Media – Sound
 Media – Journalism
 Plumbing
 Sport, Fitness and Recreation
 Tourism – Travel
 + others (refer to TVET Booklet)

2 UNIT FRAMEWORK DEVELOPED

TWO YEAR COURSES

*NB: The TVET courses listed BELOW have a written examination option. Only **ONE** course can be included towards an ATAR **IF** the written examination option is chosen.*

Automotive – Mechanical Heavy Vehicle
 Automotive – Mechanical Light Vehicle
 Construction – Carpentry
 Human Services – Health Services Assistance
 Information & Digital Technology
 Plumbing
 Plumbing / Construction combo
 Tourism – Travel
 + others (refer to TVET Booklet)

There are also Board ENDORSED APPRENTICESHIPS/TRAINEESHIPS that will count towards an ATAR if additional study is undertaken, such as Automotive Vehicle 360 hrs (equal to 4 units in Yr 11 & 2 units in Yr 12)

OTHER APPRENTICESHIPS/TRAINEESHIPS are also offered by TAFE that will not count toward an ATAR.

For more information refer to the TVET Handbook available from Mrs Marlow or the Careers Adviser.

To apply for any TAFE course, see Mrs Evans to fill in an 'Expression of Interest' form.

Advice on Careers and Further Study

All students should consider their choice of senior subjects in the light of future careers and study plans. It is important that students have some idea of the general direction in which they are heading e.g. employment, TAFE/etc. and that they have an idea of the general field(s) of job interest e.g. clerical/administrative, technical/engineering, trade, scientific/medical, maths/computing, teaching/community service, literary, artistic/creative.

Students should not worry unduly if a specific choice of career has not been made. This is not uncommon and in fact can be an advantage when considered in the light of changes to the workplace outlined in the following section.

The 21st Century Workplace

In these times of vast changes in the workplace, it is vital that all students (and their parents) embrace the concept of lifelong learning. It is no longer enough for people to complete a course of study and then enter a job for life. Workers in the 21st Century can expect to have as many as 20 changes of job in their lifetime. Work has become casualised, short term or contractual.

How can students prepare for this “Brave New World”

The emphasis should be on “employability” rather than “employment”. Consequently, the workers of the 21st Century require a different range of skills to workers in previous times. This is where Key Competencies and Enterprising Capabilities come in.

The Key Competences are:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities
- Working with others and in teams
- Using mathematical ideas and techniques
- Solving problems
- Using technology
- Understanding cultures

Enterprising Capabilities are:

- Collecting, organising and analysing information
- Generating, identifying and assessing opportunities
- Identifying, assessing and managing risks
- Generating and using creative ideas and processes
- Solving problems
- Recruiting and managing resources
- Matching personal goals and capacities to undertakings
- Working with others and in teams
- Being flexible and dealing with change
- Negotiating and influencing
- Using initiative and drive
- Monitoring and evaluating
- Communicating ideas and information
- Planning and organising

Young people entering the workplace are expected to have developed work related skills, hence the emphasis on “School to Work Planning” with all students from the early years of Secondary Education.

To provide a recognised base of work related skills, it is recommended that all students include at least one vocationally oriented course in their package of study. Course outlines are provided further on in this booklet and the Careers Adviser and Advisory Team will assist students in course selection.

**BOARD
DEVELOPED
COURSES

(CATEGORY A)**

Course: ANCIENT HISTORY

2 Units for each of Preliminary and HSC Board Developed Course



Exclusions: Nil

Course Description:

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

Major topics covered:

Preliminary Course

Part 1: Investigating Ancient History – 50% (ONE option and TWO case studies are studied)

Topics may include:

1. The nature of Ancient History
2. A case study from Egypt, Greece, Rome or Celtic Europe
3. A case study from Near East, Asia, the Americas or Australia.

Part 2: Features of Ancient Societies – 35% (TWO ancient societies are studied)

Students study a different key feature for each society, or one key feature across the societies selected.

Ancient Societies: Egypt, Phoenicia, Assyria, Persia, Israel, Mycenae, Greece, Etruscans, Carthage, Rome, Celtic Europe, India or China.

Key Features: Women, Slavery, Art and Architecture, Weapons and Warfare, Death and Funerary Customs, Power and Image, or Trade and Cultural Contact.

Part 3: Historical Investigation – 15%

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

HSC Course

Part 1: Core Study: Cities of Vesuvius – Pompeii and Herculaneum – 25%

Part 2: Ancient Societies – 25% (ONE 'Ancient Societies' topic is studied)

Part 3: Personalities in their Times – 25% (ONE 'Personalities in their Times' topic is studied)

Part 4: Historical Periods – 25% (ONE 'Historical Periods' is studied)

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 following skills are to be integrated into the Year 12 course: analysis and use of sources, historical interpretation, historical investigation and research, and explanation and communication.

The course comprises a study of TWO of the following areas: Egypt, Near East, China, Greece, or Rome.

The core study, 'Cities of Vesuvius – Pompeii and Herculaneum', is a Roman study.

Topics in the Year 12 course consist of two sections – 'Survey' and 'Focus of study'.

Course: **BIOLOGY**

2 units for each of Preliminary and HSC Board Developed Course



Exclusions: Nil

Course Description:

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

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

The 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.

Preliminary Course

		Modules	Indicative hours	Depth studies
Year 11 course (120 hours)	Working Scientifically Skills	Module 1 Cells as the Basis of Life	60	*15 hours in Modules 1–4
		Module 2 Organisation of Living Things		
		Module 3 Biological Diversity	60	
		Module 4 Ecosystem Dynamics		

HSC Course

		Module	Indicative hours	Depth studies
Year 12 course (120 hours)	Working Scientifically Skills	Module 5 Heredity	60	*15 hours in Modules 5–8
		Module 6 Genetic Change		
		Module 7 Infectious Disease	60	
		Module 8 Non-infectious Disease and Disorders		

*15 hours must be allocated to depth studies within the 120 indicative course hours.

Course: **BUSINESS STUDIES**

2 units for each of Preliminary and HSC Board Developed Course



Exclusions: Nil. You **do not** need to have studied Commerce to complete this course.

Who should choose Business Studies?

Students of all abilities are capable of studying Business Studies. It caters for students at the highest level, with difficult aspects and an expectation of advanced writing skills in your HSC examination. Students of moderate to lower ability are also capable of studying Business Studies, as long as they are prepared to work hard on understanding the key concepts and large volume of course content.

Why should you choose Business Studies?

Business Studies is a subject that applies to all people in society. This course has proved to be popular because of its practical applications to the real world of business and employment. Beyond school, Business Studies will be of assistance in any chosen vocation. Whether you are looking to start your own business or work for someone else, having an advanced appreciation of how to effectively run a business of any size will be of great benefit to you.

How will you learn in Business Studies?

There are many styles of learning that are applied in Business Studies. External visits to existing businesses will help you to gain an understanding of the real world, and the operations and human resource management strategies adopted by businesses. You will also learn through case studies of actual businesses, including Apple, Google and McDonalds. Exam specific preparation, in particular activities to develop writing skills, will be provided to help you maximise your performance in the HSC exam. Other teaching techniques utilised in Business Studies include: discussion, explanation, writing, ICT, Edrolo and relevant YouTube videos.

What do you learn about in Business Studies?

Business Studies is the study of businesses in society. In the HSC course, you will learn about each of the four key components of a large, multinational business. These components are Operations, Finance, Marketing and Human Resources. In the Preliminary Course, the focus is on Small to Medium Enterprises, with consideration given to the nature of businesses in Australia, the management of businesses and how to successfully plan a small business.

Main Topics Covered:

Preliminary Course	HSC Course
<ul style="list-style-type: none">• Nature of Business• Business Management• Business Planning	<ul style="list-style-type: none">• Operations• Marketing• Finance• Human Resources

Assessment HSC Course only:

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination:		<ul style="list-style-type: none">• Knowledge and understanding of course content	40%
<ul style="list-style-type: none">• Multiple choice	20	<ul style="list-style-type: none">• Stimulus-based skills	20%
<ul style="list-style-type: none">• Short answer	40	<ul style="list-style-type: none">• Inquiry and research	20%
<ul style="list-style-type: none">• Two extended responses	40	<ul style="list-style-type: none">• Communication of business information, ideas and issues in appropriate forms	20%
	100 marks		100%

Course: CHEMISTRY

2 units for each of Preliminary and HSC Board Developed Course



Exclusions: Nil

Course Description:

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

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

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

The 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.

Chemistry provides students with a contemporary understanding of the physical and chemical properties of substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

Students investigate natural and made substances, their structures, changes and environmental importance; they learn about the history and philosophy of science as it relates to Chemistry; students work individually and with others in practical, field and interactive media experiences related to chemistry; they undertake experiments and decide between competing theories. They assess the impact of decisions based on an understanding of chemistry on society.

The course builds on the foundations laid in Stage 5 Science, and recognises the fact that students bring a wide range of abilities, circumstances and expectations to the course.

Preliminary Course

		Modules	Indicative hours	Depth studies
Year 11 course (120 hours)	Working Scientifically Skills	Module 1 Properties and Structure of Matter	60	*15 hours in Modules 1–4
		Module 2 Introduction to Quantitative Chemistry		
		Module 3 Reactive Chemistry	60	
		Module 4 Drivers of Reactions		

HSC Course

		Modules	Indicative hours	Depth studies
Year 12 course (120 hours)	Working Scientifically Skills	Module 5 Equilibrium and Acid Reactions	60	*15 hours in Modules 5–8
		Module 6 Acid/base Reactions		
		Module 7 Organic Chemistry	60	
		Module 8 Applying Chemical Ideas		

Course: **COMMUNITY AND FAMILY STUDIES**

2 Units for each Preliminary and HSC Board Developed Course



Exclusions: Nil

Course Description:

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.

Major Topics Covered:

Preliminary Course

- **Resource Management:** focus includes basic concepts of resource management, communication, decision making and management processes
- **Individuals and groups:** focus includes the individual, group formation, leadership, managing conflict, well being
- **Families and Communities:** focus includes lifespan development, socialisation of children, change in families and communities, support networks

HSC Course

- **Research methodology:** This module builds upon introductory research opportunities integrated throughout the Preliminary course. It focuses on the processes of inquiry and research, allowing students to pursue an area of interest in an Independent Research Project.
- **Groups in Context:** focus on identifying groups with specific needs and researching community groups
- **Parenting and Caring:** focus on managing and caring responsibilities, relationships and support

HSC Option Modules (one of the following will be selected, indicative course time is 25%)

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

Particular Course Requirements

As part of the HSC, students are required to complete an Independent Research Project (IRP)

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100%	<ul style="list-style-type: none">• Research Methodology• Groups in Context• Parenting and Caring• Option Module	25% 25% 25% 25%
	100%		100%

Course: **DESIGN AND TECHNOLOGY**



2 Units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil Course Description:

Design and Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas. Students will investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills that are transferable and which lead to lifelong learning.

The scope of the course is broad, and in order to supervise the students, a focus area will be selected based on the majority of students' interests.

Preliminary Course: Students learn about what makes a successful design by analysing successful and unsuccessful designers and develop a design process that takes into account all the factors that come into play to ensure design and production success. Students complete a designer case study and two projects that help prepare them for a major project in the HSC Course.

The HSC Course: The HSC Course travels along similar lines to the preliminary course, with the difference being the focus on a single Major Project spanning the entire course. All the course material is directly relevant to the Major Design the students chooses to undertake at the start of the course. The major project is designed to showcase the student's ability and, if completed well, may be of significant interest to prospective employers and scholarship committees.

Preliminary Course:

Task number	Task 1	Task 2	Task 3	
Nature of task	Designer Case Study	Preliminary Project 1	Preliminary Project 2	
Outcomes assessed	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	20	20	60
Total %	30	30	40	100

HSC Course:

	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Project Proposal Presentation	Innovation and Emerging Technology Case Study*	Trial HSC Examination	Project Presentation and Evaluation	
Outcomes assessed	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
Component	Weighting %				
Knowledge and understanding of course content		20	20		40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		10	30	60
Total %	20	20	30	30	100

Course: **ECONOMICS**

2 units for each of Preliminary and HSC Board Developed Course



Exclusions: Nil. You **do not** need to have studied Commerce to complete this course.

Who should choose Economics?

Students who are determined, motivated and hardworking will gain a sense of achievement as they master the sometimes-difficult concepts learnt in Economics. Whilst advanced literacy skills at the beginning of the course can be an advantage, they are not a necessity, as time will be spent throughout the course developing and improving students' ability to write in a highly sophisticated manner. Students should also be interested in and show a willingness to keep up with contemporary economic issues reported in the media.

Why should you choose Economics?

Economics affects all people in our society. By studying Economics you will have an advanced appreciation of the way the Australian and global economies work, including reasons for the Global Financial Crisis, European Debt Crisis and levels of public debt in Australia. Economics can be a highly rewarding subject and the study of Economics at HSC level will prepare students seeking a career in Business, Finance, Law, Humanities or International Business. Students of Economics develop skills and understandings transferable and applicable to the world of work.

How will you learn in Economics?

Good Economics students are able to understand and communicate challenging ideas in a clear and concise manner. Consequently, a lot of class time will be devoted to detailed explanations and discussions using a range of models, practical examples, hypotheticals, graphs and hands on activities. Other teaching techniques utilised in Economics include: discussion, explanation, writing, ICT, Edrolo and relevant YouTube videos. Exam specific preparation will be provided to help you maximise your performance in the HSC exam. During the HSC course a visit to the Reserve Bank of Australia will further develop your understanding of Economics.

What do you learn about in Economics?

Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why the exchange rate, unemployment or inflation rates change and how these changes will impact on individuals, businesses and government. Economics develops students' knowledge and understanding of the global and Australian economies. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Main Topics Covered

Preliminary Course		HSC Course
1. Introduction to Economics	4. Labour Markets	1. The Global Economy
2. Consumers and Business	5. Financial Markets	2. Australia in the Global Economy
3. Markets	6. Government in the Economy	3. Economic Issues
		4. Economic Policies and Management

Particular Course Requirements: Nil

Assessment HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination: <ul style="list-style-type: none">Multiple choiceShort answerTwo extended responses	20 40 40	<ul style="list-style-type: none">Knowledge and understanding of course contentStimulus-based skillsInquiry and researchCommunication of economic information, ideas and issues in appropriate forms	40% 20% 20% 20%
	100 marks		100%

Course: **ENGINEERING STUDIES**

2 units for each of Preliminary and HSC Board Developed Course



Exclusions: Nil

Course Description:

The Engineering Studies course is designed as an introduction to engineering as a career. It introduces students to many of the topics and skills required in the first year of study of an engineering degree. Engineering Studies has strong links to the HSC Physics course. The Engineering Studies Preliminary course introduces students to engineering fundamentals of force, energy and power, engineered products, braking systems and takes a look at the Bio- Medical engineering specialisation. The HSC Course concentrates on the construction and analysis of Civil Structures, Personal and Public Transport, Aeronautical Engineering and Telecommunications Engineering. The course is deliberately practical in nature, with students learning key concepts in engineering historical influences, mechanics, materials and communication techniques through experimentation and project work. Assessment is chiefly project-based and students learn to work individually and cooperatively on their projects. Successful completion of this course puts students in a strong position to succeed in their future engineering studies at University.

Preliminary Course

Task number	Task 1	Task 2	Task 3	
Nature of task	Fundamentals Analysis: Bridge Design Project	Braking Systems Research : Sub Skin Test	Bio Med Engineering Report*	
Outcomes assessed	P1.2, P2.1, P3.1, P3.3, P5.2, P6.1, P6.2	P2.1, P3.1, P3.2, P4.1, P4.2, P6.2	P1.1, P2.2, P3.2, P3.3, P4.3, P5.2	
Components				Weighting %
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
Total %	30	30	40	100

HSC Course

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Civil Engineering Solution and Report*	Topic Test Transport	Materials Modification Research	Trial HSC Examination	
Outcomes assessed	H2.1, H4.1, H4.2	H3.1, H3.3, H4.3, H6.1	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
Component					Weighting %
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10	15	5	10	40
Total %	20	30	20	30	100

Course: **ENGLISH STANDARD**

2 units for each of Year 11 and HSC Board Developed Course



Exclusions: English Advanced; English as a Second Language; Extension

Course Description:

Year 11 English Standard Course

Students explore the ways events, experiences, ideas and processes are represented in and through texts.

HSC English Standard Course

Students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Year 11 Course Structure and Requirements

	English Standard	Indicative hours
Year 11 course (120 hours)	Common module – Reading to Write: Transition to Senior English	40
	Module A: Contemporary Possibilities	40
	Module B: Close Study of Literature	40
Text requirements	There are no prescribed texts for Year 11. Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film.) Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support the study of texts with their own wide reading.	

Year 11 English Standard course students are required to:

- complete 120 indicative hours
- complete the common module as the first unit of work
- complete Modules A and B.

Across Stage 6 the selection of texts **must** give students experience of the following:

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

Course: **ENGLISH ADVANCED**



2 units for each of Year 11 and HSC Board Developed Course

Exclusions: English Standard; English as a Second Language; Fundamentals of English

Course Description:

Year 11 Course Structure and Requirements

	English Advanced	Indicative hours
Year 11 course (120 hours)	Common module: Reading to Write	40
	Module A: Narratives that Shape our World	40
	Module B: Critical Study of Literature	40
Text requirements	There are no prescribed texts for Year 11. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.	

Year 11 English Advanced course students are required to:

- complete 120 indicative hours.
- complete the common module as the first unit of work.
- complete modules A and B.

Across Stage 6 the selection of texts **must** give students experience of the following:

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

	English Extension	Indicative hours
Year 11 course (60 hours)	Module: Texts, Culture and Value	40
	Related research project This project may be undertaken concurrently with the module	20
Text requirements	Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project	

For the **English Extension Year 11** course students are required to:

- complete 60 indicative hours
- undertake study of the common module
- undertake the related independent research project.

Across Stage 6 the selection of texts **should** give students experience of the following **as appropriate**:

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

**Course: ENGLISH EXTENSION 1 HSC
ENGLISH EXTENSION 2 HSC**



1 unit of study for each of Year 11 and HSC

- Prerequisites:**
- (a) English (Advanced) course
 - (b) Year 11 English Extension Course is prerequisite for Extension Course 1
 - (c) Extension Course 1 is prerequisite for Extension Course 2

Exclusions: English Standard course; Fundamentals of English; ESL

Course Description:

Year 11 English Extension Course

Students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

HSC English Extension Course 1

Students explore ideas of value and consider how cultural values and systems of valuation arise.

HSC English Extension Course 2

Students develop a sustained composition and document their reflection on this process.

Year 12 course (60 hours)	English Extension 1	Indicative hours
	Common module: Literary Worlds with ONE elective option	60
Text requirements	The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts Students are required to study at least TWO related texts	

Year 12 course (60 hours)	English Extension 2	Indicative hours
	The Composition Process Major Work Reflection Statement The Major Work Journal	60
Text requirements	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement	

For the **English Extension 1 Year 12** course students are required to:

- complete the Year 11 English Extension course as a prerequisite
- complete 60 indicative hours
- undertake study of ONE elective option from the common module.

For the **English Extension 2 Year 12** course students are required to:

- be undertaking study of the Year 12 English Extension 1 course
- complete 60 indicative hours
- complete a Major Work and Reflection Statement
- document coursework in a Major Work Journal.

The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.

Course: ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (EAL/D)



2 units of study for each of Year 11 course and HSC Board Developed Course

Exclusions: English Standard Course, English Advanced Course, English Extension.
Eligibility rules apply. Please ask your teacher to check the Board's *ACE Manual*.

Course Description:

Year 11 Course Structure and Requirements

	English EAL/D	Indicative hours
Year 11 course (120 hours)	Module A: Language and Texts in Context	30–40
	Module B: Close Study of Text	30–40
	Module C: Texts and Society	30–40
	Optional teacher-developed module	up to 30
	Hours	Year 11 course modules are prescribed with flexible hours, providing scope for teachers to design a fourth module to cater to the particular needs, interests and abilities of their students if required.
Text requirements	There are no prescribed texts for Year 11. Students are required to study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.	

Year 11 English EAL/D course students are required to:

- complete 120 indicative hours
- complete Modules A, B and C
- engage in regular wide reading connected to, and described in, each of the modules
- engage in speaking and listening components in each module*.

Across Stage 6 the selection of texts **must** give students experience of the following:

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

* The modes of speaking and listening are integral to the development of students' language skills for students who are developing in their acquisition of the English language. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening and communication experiences within the context of the *English EAL/D Stage 6 Syllabus*.

Course: **FOOD TECHNOLOGY**



2 Units for each Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description:

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.

Major Topics Covered:

Preliminary Course

- **Food availability and selection:** how do communities endeavour to obtain an adequate food supply, what are the influences?
- **Food Quality:** how is this achieved in the domestic, commercial and industrial setting?
- **Nutrition:** how do you plan diets to meet the requirements of individuals and prepare foods that are nutritious and assess the nutritional value of food products

HSC Course

- **The Australian Food Industry:** how has The Australian Food Industry developed in response to changes in our physical, social, technological, economic and political environment
- **Food Manufacture:** how have developments in food manufacture had an impact on society and the environment
- **Food Product Development:** how does a new food product get developed? Students will develop their own product taking into consideration nutrition, food properties and food manufacture
- **Contemporary Food Issues in Nutrition:** raising, investigating and debating contemporary nutrition issues that enable individuals to make informed decisions and respond appropriately

Particular Course Requirements:

In order to meet the course requirements, students must learn about food availability and selection, food quality, nutrition, the Australian Food Industry, food manufacture, food product development and contemporary food issues.

It is a **mandatory requirement** that students undertake practical activities. Such experimental learning activities are specific to each learning strand.

External Assessment	Weighting	Internal Assessment	Weighting
3 hour written examination	100%	<ul style="list-style-type: none">• The Australian Food Industry• Food Manufacture• Food Product Development• Contemporary Nutrition Issue	25% 25% 25% 25%
Total 100%			100%

Course: **FRENCH BEGINNERS**



2 Units for each of Preliminary and HSC Board Developed Course

Exclusions: French Continuers Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

Course Description:

Preliminary course

Students will begin to develop their knowledge and understanding of French. During this course students must acquire some knowledge of the French language as a system through topics such as Social Interaction and Personal Identification, and through the integrated use of the four skills: listening, speaking, reading and writing.

HSC course

Students will continue to develop their knowledge and understanding of French through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the Preliminary Course will be studied in greater depth for the HSC course.

NB: Students are allowed to use bilingual (English-French) dictionaries during assessment tasks and exams.

Main Topics Covered:

- Personal World – family life, home and friends
- General – number, time, dates, weather
- Leisure Activities
- Travel and Tourism – holidays
- Shops and Services
- Future Plans and Aspirations

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
An oral/aural examination: <ul style="list-style-type: none">• Listening Skills• Speaking Skills	30 20	<ul style="list-style-type: none">• Listening Skills• Speaking Skills• Reading Skills• Writing Skills	30 20 30 20
A written examination: <ul style="list-style-type: none">• Reading Skills• Writing Skills	30 20		
	100		100

Course: **GEOGRAPHY**

2 units for each of Preliminary and HSC Board Developed Course



Exclusions: Nil

Who should choose Geography?

Students of all abilities are capable of studying Senior Geography. It caters for students at the highest level, with difficult aspects and an expectation of advanced writing skills in your HSC examination. Students of moderate to lower ability are also capable of studying Geography, as long as they are prepared to work hard on understanding the key concepts and large volume of course content.

Why should you choose Geography?

Students who enjoyed or were good at Geography in the junior school should consider continuing their studies. Many of the geographical skills learnt previously are examined in the HSC and the course content builds on the already established themes of both physical and human Geography. With the increasing focus on environmental issues in our world an understanding of Geography is an asset in many career paths beyond school.

How will you learn in Geography?

Fieldwork is a compulsory requirement of both the Preliminary and HSC courses, resulting in excursions to learn about various environments and regions. Geographical skills are also an important aspect of the course, with those skills already completed in the junior school extended upon for the HSC. Exam specific preparation, in particular activities to develop writing and geographical skills, will be provided to help you maximise your performance in the HSC exam. Other teaching techniques utilised in Geography include: discussion, observation, explanation, writing, ICT and EdRolo.

What do you learn about in Geography?

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. Studies in both physical and human geography provide an important information base on which students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society.

Main Topics Covered:

Preliminary Course	HSC Course
1. Biophysical Interactions	1. Ecosystems at Risk
2. Global Challenges	2. Urban Places
3. Senior Geography Project	3. People and Economic Activity

Particular Course Requirements: Nil

Assessment HSC Course only:

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination: <ul style="list-style-type: none">• Multiple choice• Short answer• Two extended responses	20 40 40	Knowledge and understanding of course content Geographic tools and skills Geographic inquiry and research, including fieldwork Communication of geographical information, ideas and issues in appropriate forms	40% 20% 20% 20%
	100 marks		100%

Course: **HISTORY EXTENSION**



1 Unit for HSC Board Developed Course

Exclusions: You **must** have completed a 2 Unit Preliminary History course (either Modern or Ancient) and be studying a 2 Unit HSC History course (either Modern or Ancient).

Who should choose History Extension?

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.

Why should you choose History Extension?

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.

How will you learn in History Extension?

History Extension requires students to engage with complex historiographical ideas and methodologies and to communicate sophisticated, sustained and coherent historical arguments about the nature and construction of history. To build these skills, students will engage in a range of learning activities including independent reading and research, group presentations, debates and discussions.

What do you learn about in History Extension?

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.

Main Topics Covered:

- Constructing History: Key Questions & Case Study (John F. Kennedy)
- History Project

Assessment HSC Course only:

External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination: <u>Section I</u> : One extended response with reference to 1-2 sources	25 marks	<ul style="list-style-type: none">• Knowledge and understanding of significant historical ideas and processes• Skills in designing, undertaking and communicating historical inquiry and analysis	40%
<u>Section II</u> : One extended response with reference to a source/statement	25 marks		60%
	50 marks		100%

Course: **INDUSTRIAL TECHNOLOGY - TIMBER**



2 Units for each of Preliminary and HSC Board Developed Course

Exclusions: Cannot be studied with Industrial Technology Multimedia.

Course Description:

Industrial Technology (Stage 6) consists of project work and Industry study that develop a broad range of skills and knowledge related to the focus area chosen. It also introduces students to a range of industrial processes and practices. The course allocates considerable time to the development of practical skills and knowledge in the chosen focus area through the making of practical projects. The construction of a major project in Year 12 contributes 60% of HSC marks in this course.

The Focus Area is: **Timber Products and Furniture Technologies.**

Note: Students can only study one (1) of the above courses.

Main Topics Covered:

Preliminary Course

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

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

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major project and a study of the relevant industry:

- Industry Study
- Design, Management and Communication
- Production
- Industry related manufacturing technology

Particular Course Requirements:

Preliminary course – students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry.

HSC course – students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Assessment: HSC course only

External Examination	Mark	Internal Assessment	Weighting
A written examination in three parts: <ul style="list-style-type: none">• Section I Industry Related Manufacturing Technology Objective response questions specific to each industry focus area• Section II Industry Related Manufacturing Technology Short-answer questions specific to each industry focus area• Section III Industry Study Candidates answer one structured extended response question	10 15 15	<ul style="list-style-type: none">• Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area• Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	40% 60%
Major Project	60		
Total	100	Total	100%

Course: **INFORMATION PROCESSES AND TECHNOLOGY**

2 Units for each of Preliminary and HSC Board Developed Course



Exclusions: Computer Applications

Course Description:

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

Main Topics Covered:

Preliminary Course

- Principles of Information Processes
- Tools for Information Processes
- Developing info systems
- Project Work

HSC Course

- Project management
- Information systems and databases
- Communication systems
- Option strands, the study of two information systems
- Project Work

A Mathematics prerequisite of Year 10 specific grades applies to this course.

Assessment: HSC course only

External examination	Mark	Internal Assessment	Weighting
A written examination in three parts: <ul style="list-style-type: none">• Section I Core Objective response questions• Section II Core Short-answer questions• Section III Options Candidates answer two questions on the options they have studied	20 40 40	<ul style="list-style-type: none">• Project Management• Information Systems and Databases• Communication Systems• Option Strands	20 20 40
Total	100	Total	100

Course: **INVESTIGATING SCIENCE**

2 Units for each of Preliminary and HSC Board Developed Course



Exclusions: Nil

Course Description:

Investigating Science is a new stage 6 science course and is not a replacement for Senior Science. It is also a much more difficult stage 6 course than Senior Science. Students wishing to enroll in this new course should speak to their science teacher before making a final decision to select the subject.

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

The ongoing study of science and the specific Working Scientifically 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.

Preliminary Course

		Modules	Indicative hours	Depth studies
Year 11 course (120 hours)	Working Scientifically Skills	Module 1 Cause and Effect – Observing	60	* 30 hours in Modules 1–4
		Module 2 Cause and Effect – Inferences and Generalisations		
		Module 3 Scientific Models	60	
		Module 4 Theories and Laws		

HSC Course

		Modules	Indicative hours	Depth studies
Year 12 course (120 hours)	Working Scientifically Skills	Module 5 Scientific Investigations	60	* 30 hours in Modules 5–8
		Module 6 Technologies		
		Module 7 Fact or Fallacy?	60	
		Module 8 Science and Society		

Course: ITALIAN BEGINNERS

2 Units for each of Preliminary and HSC Board Developed Course



Exclusions: Italian Continuers

Other eligibility rules apply to the study of this subject.

Check with your teacher or the Board's ACE Manual.

Course Description:

Preliminary Course

Students will develop their knowledge and understanding of Italian across a range of topics. These will be explored through the integrated use of the four skills: listening, speaking, reading and writing.

HSC Course

Students will continue to develop their knowledge and understanding of Italian through the four skills: listening, speaking, reading and writing. Study may cover new topics or more detailed treatment of topics previously studied.

NB: Students are allowed to use bilingual (English-Italian) dictionaries during assessment tasks and exams.

Main Topics Covered:

- Personal World – family life, home and friends
- General – number, time, dates, weather
- Leisure Activities
- Travel and Tourism – holidays
- Shops and Services
- Future Plans and Aspirations

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
An oral/aural examination: <ul style="list-style-type: none">• Listening Skills• Speaking Skills	30 20	<ul style="list-style-type: none">• Listening Skills• Speaking Skills• Reading Skills• Writing Skills	30 20 30 20
A written examination: <ul style="list-style-type: none">• Reading Skills• Writing Skills	30 20		
	100		100

Course: JAPANESE BEGINNERS

2 units for each of Preliminary and HSC Board Developed Course



Exclusions: No Exceeding 100-hour maximum study of Japanese

Prerequisites: Mandatory 100-hour study of one language in one continuous 12-month period (including Life Skills outcomes and content)

Course Description:

The Japanese Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Japanese at senior secondary level.

It is intended to cater only for students with no prior knowledge or experience of the Japanese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

Students in Stage 5 may not be accelerated into Languages Beginners courses. All eligibility requirements for Languages must be addressed.

The Preliminary Course (120 indicative hours)

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

The HSC Course (120 indicative hours)

In the HSC course students will extend and refine their communication skills in Japanese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

Main Topics Covered:

Students will study Japanese through prescribed topics from the two independent perspectives

- The personal world
- The Japanese-speaking communities.

Particular course requirement

- Completion of Preliminary course

Assessment HSC course only:

External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none">• Oral examination• Written examination	20 80	<ul style="list-style-type: none">• Listening• Reading• Writing• Speaking	30 30 20 20
	100		100

Course: **JAPANESE CONTINUERS**

2 units for each of Preliminary and HSC Board Developed Course



Prerequisites: Students who have studied Japanese for 400- 500 hours by completion of stage 6 or equivalent.

Course Description:

The *Japanese Continuers Stage 6 Syllabus* is designed for students who, typically, will have studied Japanese for 400–500 hours by completion of Stage 6.

The Preliminary Course (120 indicative hours)

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

The HSC Course (120 indicative hours)

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

Main Topics Covered:

Students will study prescribed topics and suggested sub-topics under three themes

- The individual
- The Japanese-speaking communities
- The changing world.

Particular course requirement

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- The Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course.

Assessment HSC course only:

External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none">• Oral examination• Written examination	20 80	<ul style="list-style-type: none">• Listening• Reading• Writing• Speaking	30 30 20 20
	100		100

Course: **LEGAL STUDIES**



2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil. You **do not** need to have studied Commerce to complete this course.

Who should choose Legal Studies?

Students who are independent, determined, motivated and hardworking will gain a sense of achievement as they master the complex themes and challenges covered in Legal Studies. Advanced writing skills will be an advantage when preparing and practising for assessments and evaluating the large volume of content in the course.

Why should you choose Legal Studies?

Legal Studies is a subject that applies to all people in society and focuses on investigating relevant contemporary issues. This course has proved to be popular because of its practical applications to the real world of crime and justice. Beyond school, Legal Studies will be of assistance in any chosen vocation and the employability skills of planning and organising, learning and communication are explicit in the objectives, outcomes, and content of the course.

How will you learn in Legal Studies?

There are many styles of learning that are applied in Legal Studies. External visits to the local and supreme courts will help you to gain an understanding of the real-world application of the Australian legal system. You will also learn through discussions, legislations, cases, and media to evaluate the impact of the law on individuals and society. Exam specific preparation, in particular activities to develop extended response writing skills, will be provided to help you maximise your performance in the HSC examination.

Expectations in Legal Studies

As a Legal Studies student you are required to complete all set tasks on time and to the best of your ability. Revise and/or study Legal Studies content daily as part of a rigorous study plan. To ensure your ability to demonstrate extensive knowledge and understanding of the course content you are required to watch, read and/or listen to at least 30 minutes of news and/or current affairs each day and take notes.

Main Topics Covered

Preliminary Course	HSC Course
<ul style="list-style-type: none">Core Part I: The legal systemCore Part II: The individual and the lawCore Part III: Law in practice	<ul style="list-style-type: none">Core Part I: CrimeCore Part II: Human RightsOptions Part III: Family and Shelter

Assessment HSC Course only

External Assessment	Marks	Internal Assessment	Weighting
Three hour written examination: <ul style="list-style-type: none">Multiple choiceShort answerThree extended responses	20 15 65	<ul style="list-style-type: none">Knowledge and understanding of course contentStimulus-based skillsInquiry and researchCommunication of legal information, ideas and issues in appropriate forms	40% 20% 20% 20%
Total	100	Total	100%

Course: **MATHEMATICS STANDARD**

2 Units for each of Preliminary and HSC Board Developed Course



The Mathematics Standard course allows students to access

EITHER Mathematics Standard 2 course **OR** Mathematics Standard 1 course in their HSC year.

Prerequisites: The Mathematics Standard course has been constructed on the assumption that students have studied the content and successfully achieved the outcomes of the Mathematics Years 7–10 Syllabus up to, and including, the content and outcomes of Stage 5.1.

Course Description:

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.

Main Topics Covered:

	Topics	Subtopics
Mathematics Standard Year 11 course	Algebra	Formulae and Equations Linear Relationships
	Measurement	Applications of Measurement Working with Time
	Financial Mathematics	Money Matters
	Statistical Analysis	Data Analysis Relative Frequency and Probability

	Topics	Subtopics
Mathematics Standard 1 Year 12 course	Algebra	Types of Relationships
	Measurement	Right-angled Triangles Rates Scale Drawings
	Financial Mathematics	Investment Depreciation and Loans
	Statistical Analysis	Further Statistical Analysis
	Networks	Networks and Paths

	Topics	Subtopics
Mathematics Standard 2 Year 12 course	Algebra	Types of Relationships
	Measurement	Non-right-angled Trigonometry Rates and Ratios
	Financial Mathematics	Investments and Loans Annuities
	Statistical Analysis	Bivariate Data Analysis The Normal Distribution
	Networks	Network Concepts Critical Path Analysis

Course: **MATHEMATICS ADVANCED**

2 Units for each of Preliminary and HSC Board Developed Course



Prerequisites: For students who intend to study the Mathematics Advanced course, it is recommended that they study the topics *Real Numbers, Algebraic Techniques and Coordinate Geometry* as well as at least some of Trigonometry and Deductive Geometry from Stage 5.3 of the *Mathematics 7-10 Syllabus*, if not all of the content.

Course Description:

The course is intended to give students who have demonstrated general competence in the skills of Stage 5.3 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. It is sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life science or commerce. Students who require substantial mathematics at a tertiary level supporting the physical science, computer science or engineering should undertake the Mathematics Extension 1 and Mathematics Extension 2 courses.

Main Topics Covered:

Preliminary Course:

Topics	Subtopics
Functions	MA-F1 Working with Functions
Trigonometric Functions	MA-T1 Trigonometry and Measure of Angles MA-T2 Trigonometric Functions and Identities
Calculus	MA-C1 Introduction to Differentiation
Exponential and Logarithmic Functions	MA-E1 Logarithms and Exponentials
Statistical Analysis	MA-S1 Probability and Discrete Probability Distributions

HSC Course:

Topics	Subtopics
Functions	MA-F2 Graphing Techniques
Trigonometric Functions	MA-T3 Trigonometric Functions and Graphs
Calculus	MA-C2 Differential Calculus MA-C3 Applications of Differentiation MA-C4 Integral Calculus
Exponential and Logarithmic Functions	MA-M1 Modelling Financial Situations
Statistical Analysis	MA-S2 Descriptive Statistics and Bivariate Data Analysis MA-S3 Random Variables

Assessment: HSC course only

External examination	Mark
• Section I Objective-response questions	10
• Section II Short-answer questions	90
	100

Internal assessment	Weighting
• Concepts, skills and techniques	50
• Reasoning and communication	50
	100

Mathematics HSC examination specifications

The examination will consist of a written examination paper of three hours duration (plus five minutes reading time) containing two sections with a total mark value of 100 marks. All questions in the examination are compulsory.

The Mathematics Advanced examination paper will be based mainly on the Mathematics Advanced HSC course and will focus on the course objectives and HSC course outcomes. The Mathematics Advanced Preliminary course will be assumed knowledge for this examination. Questions focusing on Mathematics Advanced HSC course outcomes may also relate to knowledge, skills and understanding from the Mathematics Advanced Preliminary course.

Course: **MATHEMATICS EXTENSION 1**

3 Units for each of Preliminary and HSC Board Developed Course



Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics *including Curve Sketching and Polynomials, Functions and Logarithms of Mathematics Years 7-10 Syllabus*.

Course Description:

The content of the course, which includes the whole of the Mathematics Advanced course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5.3 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the Mathematics Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Main Topics Covered:

Preliminary Course:

Topics	Subtopics
Functions	ME-F1 Further Work with Functions ME-F2 Polynomials
Trigonometric Functions	ME-T1 Inverse Trigonometric Functions ME-T2 Further Trigonometric Identities
Calculus	ME-C1 Rates of Change
Combinatorics	ME-A1 Working with Combinatorics

HSC Course:

Topics	Subtopics
Proof	ME-P1 Proof by Mathematical Induction
Vectors	ME-V1 Introduction to Vectors
Trigonometric Functions	ME-T3 Trigonometric Equations
Calculus	ME-C2 Further Calculus Skills ME-C3 Applications of Calculus
Statistical Analysis	ME-S1 The Binomial Distribution

Summary of external and internal HSC assessment

Students undertaking the Mathematics Extension 1 course also complete all the assessments done in the Mathematics Advanced course.

External examination	Mark
<i>Section I</i> Objective-response questions	10
<i>Section II</i> Short-answer questions	60
	70

Internal assessment	Weighting
Concepts, skills and techniques	50
Reasoning and communication	50
	100

Mathematics HSC examination specifications

The examination will consist of a written examination paper of two hours duration (plus five minutes reading time) containing two sections with a total mark value of 70 marks. All questions in the examination are compulsory.

Course: **MATHEMATICS EXTENSION 2**

1 unit additional to the Extension 1 course, for the HSC Board Developed Course



Prerequisites:

Mathematics Extension 1. The syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

Course Description:

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. This course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

Main Topics Covered:

The course content includes the entire Mathematics Advanced course, the entire Mathematics Extension 1 course and, in addition, contains:

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Extension 1 Topics

Summary of external and internal HSC assessment

Students undertaking the Mathematics Extension 2 course also complete all the assessments done in the Mathematics Extension 1 course.

External examination	Mark
<i>Section I</i> Objective-response questions	10
<i>Section II</i> Short-answer questions	90
	100

Internal assessment	Weighting
Concepts, skills and techniques	50
Reasoning and communication	50
	100

Mathematics HSC examination specifications

The examination will consist of a written examination paper of three hours duration (plus five minutes reading time) with a total mark value of 100 marks. All questions in the examination are compulsory.

The Mathematics Extension 2 examination paper will be based mainly on the Mathematics Extension 2 course and will focus on the course objectives and outcomes. The Mathematics Extension 1 course and the Mathematics Advanced course will be assumed knowledge for this examination. Questions focusing on Mathematics Extension 2 course outcomes may also relate to knowledge, skills and understanding from the Mathematics Extension 1 course and the Mathematics Advanced course.

Course: MODERN HISTORY



2 Units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Who should choose Modern History?

Students with a love and curiosity for the past are encouraged to study Modern History. The subject caters for students of all ability levels.

Why should you choose Modern History?

Modern History builds critical thinking skills, including analysing and weighing evidence and developing reasoned and evidence-based arguments. The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

How will you learn in Modern History?

In Modern History, students will focus on developing and applying their understanding of methods and issues involved in the investigation of modern history. Students will have the opportunity to engage in a range of learning experiences, including collaborative investigations, debates, discussions, source analysis, independent research, extended response writing and wide-ranging ICT activities. Online learning tools will also be utilised, including Edrolo and Google Classroom.

What do you learn about in Modern History?

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.

Main Topics Covered:

Preliminary Course	HSC Course
<ul style="list-style-type: none">Investigating Modern History - The Nature of Modern History & Case Studies<ul style="list-style-type: none">Decolonisation in IndochinaThe Decline and Fall of the Romanov DynastyHistorical InvestigationThe Shaping of the Modern World - World War I	<ul style="list-style-type: none">Core Study - Power and Authority in the Modern World, 1919-1946National Study - Russia and the Soviet Union, 1917-1941Peace and Conflict - Conflict in Indochina, 1954-1979Change in the Modern World - Civil Rights in the USA, 1945-1968

Assessment HSC Course only:

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination: <ul style="list-style-type: none"><u>Section I</u>: Short answer, source-based questions<u>Section II</u>: One extended response<u>Section III</u>: One extended response<u>Section IV</u>: A series of 3-4 questions ranging up to 15 marks	25 marks 25 marks 25 marks 25 marks	<ul style="list-style-type: none">Knowledge and understanding of course contentHistorical skills in the analysis and evaluation of sources and interpretationsHistorical inquiry and researchCommunication of historical understanding in appropriate forms	40% 20% 20% 20%
	100 marks		100%

Course: **MUSIC 1**

2 units for each of Preliminary and HSC Board Developed Course



Prerequisites: Music mandatory course (or equivalent)

Exclusions: Music 2

Course Description:

This is a course designed for:

- Students who have not studied music as an elective subject in Years 9 and 10
- Students who have studied music in Years 9 and 10 wishing to concentrate on performance work
- Students with an interest in performance and composition who enjoy listening to a wide range of music and researching music styles and performers
- Students who can already play, or would like to learn to play, a musical instrument (with or without previous elective music experience) and/or who wish to develop their singing ability.

Preliminary and HSC Course

Students will study the concepts of music through learning experiences in 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 cover 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.

Assessment HSC course only:

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance – one piece	10	Core performance	10
1 hour aural exam	30	Core composition	10
		Core musicology	10
Three electives from any combination of:		Core aural	25
• Performance (one piece)	20	Elective 1	15
• Composition (and submitted composition)	20	Elective 2	15
• Musicology (one <i>viva voce</i>)	20	Elective 3	15
	100		100

Course: **MUSIC 2 and MUSIC EXTENSION 1**

Music 2 course is designed for experienced and skilled musicians, who have studied the Stage 5 Music course and/or independent music exams and courses. Students may study **Music 1** or **Music 2**, but not both.

A student undertaking the Music Extension 1 course must be enrolled in Music 2.

It is expected that students applying for entry to these courses have an extensive understanding of music theory and are skilled musicians in either performance or composition.

Course: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil



Course Description:

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.

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

Main Topics Covered:

Preliminary Course

Core Topics (60%)

- Better Health for Individuals – 30%
- The Body in Motion – 30%

Optional Components (40%)

Students to select two options each from

- 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 to select two options each from

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

Particular Course Requirements:

In addition to core studies students select two options in each of the Preliminary and HSC courses

Assessment HSC course only:

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written paper		Core	60
		Options	40
	100		100

Course: **PHYSICS**

2 units for each of Preliminary and HSC Board Developed Course



Exclusions: Science Preliminary

Course Description:

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

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

Preliminary Course

		Modules	Indicative hours	Depth studies
Year 11 course (120 hours)	Working Scientifically Skills	Module 1 Kinematics	60	*15 hours in Modules 1–4
		Module 2 Dynamics		
		Module 3 Waves and Thermodynamics	60	
		Module 4 Electricity and Magnetism		

HSC Course

		Modules	Indicative hours	Depth studies
Year 12 course (120 hours)	Working Scientifically Skills	Module 5 Advanced Mechanics	60	*15 hours in Modules 5–8
		Module 6 Electromagnetism		
		Module 7 The Nature of Light	60	
		Module 8 From the Universe to the Atom		

*15 hours must be allocated to depth studies within the 120 indicative course hours.

Course: **SOCIETY AND CULTURE**

2 units for each of Preliminary and HSC Board Developed Course



Exclusions: Nil

Who should choose Society and Culture?

This course is ideal for students with a genuine interest in Sociology, which includes the study of personal development and the world around us. Students who are organised, determined and resourceful will perform well in this course. Students must also be prepared to conduct social research on particular topics and show the interaction of persons, society, culture, environment and time, which are the five fundamental concepts of the course.

Why should you choose Society and Culture?

Society and Culture will give students a better understanding of their immediate world and more broadly the world around them. Not only will you find it interesting, enjoyable and challenging, but the course will provide you with important skills in interpreting, understanding, observing and relating to other people and society as a whole. Society and Culture is extremely useful in any university course undertaken as it fits nicely into many different careers, for example; psychology, law, politics, anthropology, teaching, business, advertising, journalism, social work and many more. It compliments careers which involve communicating with other people and enriches social literacy.

How will you learn in Society and Culture?

Society and Culture is very different from what you do in other classrooms. Role plays, group assignments, social research, creative writing, debates, simulations, games and discussions are all activities you will carry out in Society and Culture. Students will complete a major project known as the Personal Interest Project (PIP) which commences at the end of Year 11 and will be submitted early Term 3 in Year 12. The PIP is worth 40% of the overall mark and will be marked externally by HSC markers. Information will be gathered by both primary and secondary resources. Therefore the final HSC examination will hold a weighting of 60%.

What do you learn about in Society and Culture?

Society and Culture is a subject that deals with everything around us. It's how we interact. It's who we are and our understanding and tolerance of others. It's conceptual in nature and involves the students stepping out of their comfort zone to explore and incorporate social research into their findings on any given topic. Society and Culture teaches our students how to think and find meaning in things they would not normally see.

Main Topics Covered:

Preliminary Course	HSC Course
1. The Social and Cultural World	1. Personal Interest Project
2. Personal and Social Identity	2. Social and Cultural Continuity and Change
3. Intercultural Communication	3. Pop Culture
	4. Social Conformity & Nonconformity

Particular Course Requirements:

You will be required to submit a Personal Interest Project as part of the HSC course

Assessment HSC Course only:

External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination	60 marks	Knowledge and understanding of course content	50%
<ul style="list-style-type: none">Multiple choiceDepth study short answerDepth study extended response		Application and evaluation of social and cultural research methodologies	30%
Personal Interest Project	40 marks	Communication of information, ideas and issues in appropriate forms	20%
	100 marks		100%

Course: **SOFTWARE DESIGN AND DEVELOPMENT**

2 units for each of Preliminary and HSC



Board Developed Course

Exclusions: Computing Applications CEC

Course Description

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems

Preliminary Course

Concepts and Issues in the Design and Development of Software (30%)

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

Introduction to Software Development (50%)

- Defining and understanding the problem
- Planning and designing software solutions
- Implementing software solutions
- Testing and evaluating software solutions
- Maintaining software solutions
- Developing software solutions (20%)

HSC Course

- Development and Impact of Software Solutions (15%)
 - Social and ethical issues
 - Application of software development approaches
- Software Development Cycle (40%)
 - Defining and understanding the problem
 - Planning and design of software solutions
 - Implementing software solutions
 - Testing and evaluating software solutions
 - Maintaining software solutions
- Developing a Solution Package (25%)
- Options (20%)

Study one of the following options:

 - Programming paradigms
 - or
 - The interrelationship between software and hardware

Particular Course Requirements

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.

It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

Course: **TEXTILES & DESIGN**

2 Units for each of Preliminary and HSC Board Developed Course



Exclusions: Nil

Course Description:

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 work and project work.

The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project where students create an item or a range of their own choice.

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:

Preliminary course – practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study as either experimental work and/or project work.

HSC course – the major textile project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design, students will draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course. Students will have the opportunity to show their work in a fashion parade or display.

Assessment HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of one and a half hours	50	Textile, Clothing, Footwear and Allied Industries	20
Major Textile Project	50	Properties and Performance	40
		Design	40
	100		100

Course: VISUAL ARTS



2 Units for each of Preliminary and HSC Board Developed Course

Exclusions: works developed for assessment in any of the Content Endorsed Courses in Ceramics; Photography, Video and Digital Imaging; and Visual Design **are not** to be used either in full or in part for assessment in Visual Arts.

Course Description:

Visual Arts involves students in artmaking, art criticism and art history. Students learn about practice in artmaking and learn how to make art in a variety of forms, culminating in the development of a 'body of work' practical piece for the HSC course. Students critically and historically investigate the practice of artists, critics and historians. They learn about artworks and significant ideas in the Visual Arts from Australia as well as those from other cultures, traditions and times.

Students may choose from many different expressive forms to develop artmaking skills including; Painting, Drawing, Photomedia, Printmaking, Graphic Design, Sculpture, Ceramics, Textiles and Fibre, Jewellery, Film and Video, Digital Animation. Students will complete a 90 minute written HSC examination, which involves extended analytical responses. While the course builds on prior Stage 4 and 5 Visual Arts knowledge, it also caters for students with limited experience in Visual Arts.

Preliminary Course	HSC Course
<p>The Preliminary course provides students with a broadly based experience, enabling students to develop an understanding in and about the Visual Arts. Learning opportunities focus on:</p> <ul style="list-style-type: none"> 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 art world The different ways the visual arts may be interpreted and how students might develop their own informed points of view How students develop meaning, focus and interest in their work Making artworks in at least two expressive forms Building understanding over time through various investigations and working in different forms 	<p>The HSC course provides opportunities for students to build on their understandings through deeper and increasingly more independent investigations in art making, art criticism and art history. It requires the development and submission of a body of work. It includes a minimum of five Case Studies, (4–10 hours each). The learning opportunities consider how students may:</p> <ul style="list-style-type: none"> Develop their practice in art making, art criticism, and art history Develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations Learn about the relationships between artists, art works, the world and audiences within the art world and apply these to their own investigations Further develop meaning and focus in their work
<p>Specific requirements: Preliminary</p> <ul style="list-style-type: none"> Students are required to keep a Visual Arts Process Diary (VAPD) throughout this course 	<p>Specific requirements: HSC</p> <ul style="list-style-type: none"> Students are required to keep a Visual Arts Process Diary (VAPD) throughout this course

Assessment Components, Weightings and Tasks

Component	Weighting (%)
<p>Artmaking (drawing, painting, photomedia, sculpture, ceramics, printmaking, textiles and fibre, graphic design, film and video, digital animation)</p>	50%
<p>Critical Study/Historical Study (Investigative Studies, Case Studies, Extended Analytical Response Writing, Interpretative Writing + Examination)</p>	50%
<p>Total HSC Assessment</p>	100%

Who should choose this course?

Anyone can do this course. Students with a keen interest in any of the visual arts will gain a great benefit from the selection of this course. Career options related to Visual Arts include any design area, illustration, interior design, digital art, art directing, furniture design, computer graphics, printing and animation.

How will this course help me in the future?

In Visual Arts, students will acquire strong foundation skills in critical and creative thinking and problem-solving to successfully engage with the ever-changing demands of the 21st Century and to embrace the requirements of the global workplace. Young people now require innovative and creative skills to compete in the global workplace. The Visual Arts course is designed to deliver the skills and knowledge to develop confidence and empower your individuality in responding in creative ways to the challenges of the workplace. It is recommended background for many university and TAFE NSW courses in Visual Arts and Design.

BOARD DEVELOPED COURSES (CATEGORY B)

Category B subjects have a written examination option, which can be included towards the calculation of an ATAR if undertaken. However, only one Category B course can be included in the calculation of an ATAR.

English Studies is a Category B course, 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.

Year 12 Course Structure and Requirements

Year 12 course (120 hours)	English Studies	Indicative hours
	Mandatory common module – Texts and Human Experiences	30 hours
	An additional 2–4 modules to be studied	20–45 hours each
Text requirements	<p>In both Year 11 and Year 12 students are required to:</p> <ul style="list-style-type: none"> ● 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). <p>In Year 12 students will also be required to:</p> <ul style="list-style-type: none"> ● study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences. <p>Across Stage 6 the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> ● reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia ● Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples ● texts with a wide range of cultural, social and gender perspectives, popular and youth cultures ● a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. 	
Additional requirements	<p>In Year 12 students are required to:</p> <ul style="list-style-type: none"> ● be involved in planning, research and presentation activities as part of one individual and/or collaborative project ● develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year ● engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. 	

HSC English Studies course:

- students complete the Year 11 course as a prerequisite.
- students complete 120 indicative hours.
- complete the mandatory common module – Texts and human experiences as the first unit of work.
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed) considering factors such as students’ needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances.

Note: This Category B subject has a written examination option, which can be included towards the calculation of an ATAR if undertaken. However, only one Category B course can be included in the calculation of an ATAR.

**Course: MATHEMATICS IN TRADES PATHWAY
(MATHEMATICS STANDARD 1)**



2 Units for each of Preliminary and HSC Board Developed Course

Successful students of this pathway are able to achieve the learning outcomes of the Mathematics Standard 1 Stage 6 syllabus towards their Higher School Certificate credential.

Prerequisites: The Mathematics in Trades Pathway has been constructed on the assumption that students have studied the content and successfully achieved the outcomes of the Mathematics Years 7–10 Syllabus up to, and including, the content and outcomes of Stage 5.1.

Course Description:

In 2022 there will be a new Stage 6 Mathematics in Trades Pathway, developed by Apprenticeship Engagement Forum, available for students.

The students who study Mathematics in Trade could benefit themselves when preparing for an apprenticeship entry assessment, and improve their mathematics, numeracy and financial literacy skills.

Mathematics in Trades is designed to:

- repackage the learning outcomes in a practical and engaging way to support students who are pursuing an apprenticeship or traineeship as their first career option
- ensure students can achieve workplace numeracy requirements as required in the Australian Core Skills Framework
- ensure students achieve all Year 11 foundational outcomes of Mathematics Standard course and all outcomes of the Year 12 Mathematics Standard 1 course
- support students to ensure they are confident, capable and successful apprentices with proficient and practical numeracy skills.

Main Topics Covered:

Mathematics in Trades pathway requires students to complete a number of projects, which allow them to learn mathematics in practical terms that will benefit in their future careers.

	Term Focus:	Examples of Projects
Mathematics in Trades Year 11 course	1. Driving Life	Cost of Car Purchase Give Me a Brake Road Safety
	2. Work Life	Buy and Maintain a Work Vehicle Exploring Tools of Trade Get to Work on Time
	3. Home Life	Diet and Health National Skill Shortage Saving for my first home Saving for my first small business

	Term Focus:	Examples of Projects
Mathematics in Trades Year 12 course	1. Building Success	Scale Drawings Rates Right-Angled Triangles Graphs of
	2. Demystifying Data	Investigating and Analysing Data
	3. Small Business Management	Investment Depreciation and Loans
	4. Break Even and Grow	Practical Situations Simultaneous Linear Equations

Vocational Education and Training

PUBLIC SCHOOLS NSW, ULTIMO RTO 90072

2022 VET COURSE DESCRIPTIONS

Stage 6 Vocational Education and Training (VET) Courses

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing any competencies achieved for the VET course undertaken.

Include for Stage 6 (including early commencement):

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

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

Externally delivered Vocational Education and Training (EVET)

Students in Years 9–12 have the option of studying VET courses either at school, or through external, accredited training providers such as TAFE NSW. VET courses delivered by an external RTO/training provider to school students are known as EVET courses. Several small training providers also deliver VET training to school students.

VET courses can assist students to plan their career pathway and:

- gain practical, work-related skills to enhance employment opportunities.
- complete units that count towards school qualifications such as the HSC.
- start or complete a nationally recognised qualification while still at school.

VET assessment is competency based and students must completely satisfy all assessment requirements and be deemed competent by a qualified trainer in order to satisfy qualification requirements. Students successfully completing a VET course and achieving a Statement of Attainment may be eligible to apply for credit transfer in other courses in a similar industry after leaving school by providing their transcript to the relevant tertiary institution. All students studying a VET course must obtain a Unique Student Identifier (USI) and provide this to the training provider at the commencement of the course.

Categories of EVET courses

Board Developed Industry Curriculum Framework (ICF) Courses include Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, Hospitality, Information and Digital Technology, Human Services, Primary Industries, Retail Services and Tourism, Travel & Events. These courses are **Category B courses**, they mostly count for 4 units of HSC credit, include 70 hours of mandatory work placement and have an optional HSC examination. Only one Category B course can be included in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses (BECs) are courses based on national industry Training Packages that are endorsed by NSW Education Standards Authority (NESA) for inclusion as an elective in Year 9 or 10 or in the Higher School Certificate. These courses include Animal Studies, Beauty Therapy, Fashion Design Hairdressing, Laboratory Skills, Plumbing, Sport and Recreation and Warehousing. Stage 6 BECs mostly count for 4 units of HSC credit, they do not count towards the ATAR and there is not a HSC exam. Stage 6 BECs may also be studied by Year 10 students as Early Commencement of Stage 6. Students in Year 9 and 10 who enroll in a Stage 6 BEC course must satisfy all RoSA requirements. Stage 5 BECs are 100 hours duration and are only available to students currently enrolled in Year 9 or in Year 10.

Delivery patterns of EVET courses

Students should investigate the delivery pattern of the EVET courses they are interested in so they are aware of what the commitment will be and also to understand how the EVET course will fit in with the total pattern of study. There are several options for the delivery of EVET courses e.g. 120 hours, 2 units x 1 year courses; 180 hours, 3 units x 1 year courses; and 240 hours, 4 unit courses which can be offered over one or two years. A small number of EVET ICF courses also offer specialisation units to complement 240 hour courses. Students who successfully complete all units may be eligible for a full Certificate qualification, rather than a Statement of Attainment.

Specific Requirements of EVET courses

It is important that students understand that enrolment in EVET courses requires a commitment to satisfactory completion. The specific requirements for EVET courses include the following:

- **NESA requirements** for completion of course work. If a student does not satisfactorily complete course work, they may be given an “N” Determination for the course or, they may be withdrawn from the course. External RTOs will monitor attendance and send regular reports to the student’s home school.
- **Student Commitment** – Once a student starts a course, they will be expected to commit to completing it as there is significant cost involved for the NSW Department of Education. Students will not be permitted to change to another EVET course. Students who miss class work at school because of EVET course enrolments (including work placement) are responsible for following up with their teachers and catching up on missed work.
- **Travel** – Students studying EVET courses are responsible for organising their own transport to the study venue and also for making their way home at the conclusion of the class. Students are responsible for paying travel costs. Students will need to complete and submit an early leave application available from their Careers Advisor. Students will be issued with an early leave pass that should be shown when required. Students doing EVET courses may be given compensatory study periods during the week.
- **Proposed timetabling** – students should carefully check details to see when the EVET course will be delivered. EVET courses are conducted on different days of the week with many classes commencing at 1:30pm and ending at 5:30pm. For some courses, “block” attendance during term and/or school holidays may be necessary.
- **Online courses** require students to be able to work independently, have access to digital technology and to manage their time effectively to ensure they keep up with all work requirements.
- **Mandatory Work Placement applies to many EVET courses** and gives students the chance to learn new skills and apply the skills they learn from doing the course. It also helps students to:
 - gain insights into the kind of career that they would like to have.
 - make informed decisions about further training and study.
 - become more employable.
 - be better equipped for business and employment opportunities.

Failure to complete mandatory work placement could jeopardise the students’ satisfactory completion of the Preliminary or HSC units and could put their HSC at risk.

EVET 2022 Application Process

1. **Research:** Students interested in applying for an EVET course should research the course which interests them to learn about course content and possible career paths. Detailed information sheets are available for all courses listed on the EVET portal from your Careers Adviser. Additionally, some providers also send EVET course information to schools so students should ask Careers Advisers about this
2. **Submit:** Students complete a detailed **Expression of Interest (EOI)** form (available from the Careers Adviser). Parents or guardians are required to sign the EOI to indicate their awareness of course requirements, as well as the level of commitment required by students. All students will need their ERN and NESA number to complete this form.
3. **Interview:** Some schools will require students to participate in an interview to discuss the reasons for applying for the course. Students will be expected to explain why enrolling in the course is important to future career planning and demonstrate a commitment to successfully completing the course. Parents may be asked to participate in these interviews. Where applicable, students may also need to participate in mandatory interviews and application processes as required by an RTO. Failure to participate in these processes will mean that the application will not be considered.
4. **Apply:** The closing date for 2022 EVET applications will be late in Term 3 (the exact date is yet to be finalised) Offers will be made from early November.

Expressing an interest in an EVET course does not guarantee that a student will be made an offer, nor that the course will be delivered in 2022. Some courses are very popular, and the number of applications exceeds available places. Occasionally, there may not be enough applications to form a class for some courses and the class will be cancelled.

EVET Providers

1. **NSW TAFE** is the largest provider of EVET course and the term 'TVET' refers to EVET programs delivered by TAFE NSW.
TAFE NSW delivers EVET courses at a number of locations which students in Sydney may be able to access including:
 - **TAFE NSW Sydney Region** - Enmore, Gymea, Loftus, Meadowbank, Petersham, Randwick, St George, St Leonards and Ultimo TAFE colleges
 - **TAFE NSW Western Sydney Region** - Bankstown, Campbelltown, Granville, Lidcombe, Ingleburn (MBISC), Liverpool, Macquarie Fields, Miller, Padstow, Wetherill Park, Blacktown, Kingswood, Nepean and Nirimba TAFE colleges.
 - **TAFE Illawarra Region** - Moss Vale, Wollongong, and Goulburn TAFE Colleges.
 - **TAFE Digital** offers a large number of online EVET courses each year
2. **Private RTOs** - other RTOs which deliver EVET courses include:
 - **Whitehouse Institute Pty Ltd** - offers design fundamentals courses. This RTO is located in central Sydney and courses are delivered during school holiday periods.
 - **NSW Health RTO**- offers Human Services nursing courses at several locations including Bankstown, Campbelltown, Concord, Fairfield, Liverpool, Rozelle and Bowral.
 - **Taronga Institute RTO** - offers animal studies courses at Taronga Zoo, Mosman.
 - **UVAIR** – delivers aviation remote pilot courses. Delivery locations vary each year.
 - **Academy of Interactive Entertainment** – offers online creative industries courses both online and at a Sydney campus.
 - **Australian Careers Business College** - offers courses such as financial services, business services and child studies. Course delivery may be online or at sites such as Liverpool, Parramatta, and Wollongong.

Students should speak to their Careers Adviser about the full list of courses that will be available in 2022.



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

Course: **Construction**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

CPC20211 Certificate II in Construction Pathways *
Based on Construction, Plumbing and Services Training
Package Version Release 5 (CPC08 v9.8)

Mandatory Units of Competency

CPCCCM1012A Work effectively and sustainably in the construction Industry
CPCCCM1013A Plan and organise work
CPCCCM1014A Conduct workplace communication
CPCCCM1015A Carry out measurements and calculations
CPCCCM2001A Read and interpret plans and specifications
CPCCCM2005B Use construction tools and equipment
CPCCWHS1001 Prepare to work safely in the construction industry
CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Electives **6 out of the following**

CPCCWF2001A Handle wall and floor tiling materials
CPCCWF2002A Use wall and floor tiling tools and equipment

CPCCCA2011A Handle carpentry materials
CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground
CPCCCO2013A Carry out concreting to simple form

Additional units required to attain a HSC credential in this course

CPCCCM2006B Apply basic levelling procedures
CPCCWHS1001 Prepare to work safely in the construction industry.

The construction induction certificate (CIC or white card) will be issued by SafeWork NSW upon provision of evidence from an RTO that this competence has been achieved. This will allow student access to construction sites across Australia for work purposes.

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

** NB advice provided is based on existing NESA course information, however qualification CPC20220 Certificate II in Construction Pathways will be delivered, subject to NESA approval*

Recommended Entry Requirements

Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.

Examples of occupations in the construction industry:

- building
- bricklaying
- concreting
- carpentry
- shop fitting
- joinery

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. The SafeWork NSW General Induction Training - (White Card) is a mandatory requirement before commencing work placement.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.

Course Costs: Resources \$ 0

Consumables \$ 90

Other (eg: White Card) \$ 30

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance.

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Course: **Hospitality - Food and Beverage**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

SIT20316 Certificate II in Hospitality
Based on SIT Tourism, Travel and Hospitality training package
(Release 1.2)

Units of Competency

Core

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

Electives

- SITXCOM001 Source and present information
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITXFSA002 Participate in safe food handling practices
- BSBSUS201 Participate in environmentally sustainable work practices
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITXFSA001 Use hygienic practices for food safety
- SITHCCC002 Prepare and present simple dishes
- SITHCCC003 Prepare and present sandwiches

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry:

- Café attendant
- Barista
- Kitchen hand
- Food and beverage attendant

Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: Resources \$ 0

Consumables \$ 80

Other \$ 75

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Education 2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

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

Course: **Hospitality - Kitchen Operations**
 Board Developed Course

2 or 4 Preliminary and/or HSC units in total
 Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

SIT20416 Certificate II in Kitchen Operations
Based on SIT Tourism, Travel and Hospitality training package
(Release 1.2)

Units of Competency

Core

- BSBWOR203 Work effectively with others
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC011 Use cookery skills effectively
- SITHKOP001 Clean kitchen premises and equipment
- SITXFSA001 Use hygienic practices for food safety
- SITXINV002 Maintain the quality of perishable items
- SITXWHS001 Participate in safe work practice

Electives

- SITHCCC002 Prepare and present simple dishes
- SITHCCC003 Prepare and present sandwiches
- SITHCCC006 Prepare appetisers and salads
- BSBSUS201 Participate in environmentally sustainable work practices
- SITXFSA002 Participate in safe food handling practices
- SITHIND002 Source and use information on the hospitality industry

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry

- trainee chef short order
- fast food cook breakfast cook

Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: Resources \$ 0

Consumables \$80

Other \$ 75

Refund Arrangements on a pro-rata basis assistance

Please see your VET teacher to enquire about financial

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Course: **Primary Industries**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

AHC20116 Certificate II Agriculture

Based on AHC – Agriculture, Horticulture and Conservation & Land Management Training Package (AHC) Version 4

Units of Competency

Core

- AHCWHS201 Participate in work, health and safety processes
- AHCWRK209 Participate in environmentally sustainable work practices
- AHCWRK204 Work Effectively in the industry

Electives

- AHCINF202 Install, maintain and repair fencing
- AHCMOM202 Operate tractors
- AHCWRK201 Observe and report on the weather
- AHCPMG201 Treat weeds
- AHCCHM201 Apply chemical under supervision

- AHCLSK202 Care for health and welfare of livestock
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK211 Provide feed for livestock
- AHCLSK204 Carry out regular livestock observation
- AHCLSK206 Identify and mark livestock
- AHCLSK209 Monitor water supplies
- AHCPCM201 Recognise plants
- AHCNSY203 Undertake propagation activities
- AHCSOL202 Assist with soil or growing media sampling and testing
- AHC BIO201 Inspect and clean machinery for plant, animal and soil material

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in the school farm and with livestock. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. They will be required to attend out of school hours activities e.g. showing livestock at local agricultural show, tending to the livestock. There will be out of class homework, research activities and assignments.

Examples of occupations in Primary Industries

- animal attending
- dairy farming
- livestock rearing and breeding
- poultry production
- beef production
- nursery worker
- horticulture
- crop production
- horse care
- pest and disease control
- sheep and wool production

Mandatory HSC Course Requirements.

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: Resources \$ 0

Consumables \$ 30

Other \$ 0

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Course: **Retail Services**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

SIR30216 Certificate III in Retail

Based on SIR Retail Services Training Package (Release 6.0)

Units of Competency

Core

- SIRXCEG001 Engage the customer
- SIRXCEG002 Assist with customer difficulties
- SIRXCEG003 Build customer relationships and loyalty
- SIRXCOM002 Work effectively in a team
- SIRXIND001 Work effectively in a service environment
- SIRXRSK001 Identify and respond to security risks
- SIRXSLS001 Sell to retail customer
- SIRXWHS002 Contribute to workplace health and safety

Electives

- SIRXIND002 Organise and maintain the store environment
- SIRRINV002 Control stock
- SIRRMER001 Produce visual merchandise displays
- SIRXPDK001 Advise on products and services
- SIRRINV001 Receive and handle retail stock

Additional for HSC requirements

- SIRXSLS002 Follow point of sale procedures

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

Recommended Entry Requirements

Students selecting this course should be interested in working in the retail service industry. They should be able to lift and carry stock items, have the ability to work as a member of a team, and have good communication skills. There will be out of class homework, research activities and assignments.

Example of occupations in the Retail Industry

- buyer
- customer service assistant
- stock controller
- sales person
- visual merchandise
- merchandise

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: Resources \$ 0

Consumables \$ 0

Other \$ 0

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Course: **Sport Coaching – Certificate III**
Board Endorsed Course

4 Preliminary and/or HSC units in total
Does not contribute to the Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

SIS30519 Certificate III in Sport Coaching
Based on the Sport, Fitness and Recreation Training Package
Version 1.0 (SIS v4.1)

Units of Competency

Core

HLTWHS001	Participate in workplace health and safety
SISSSCO002	Work in a community coaching role
SISSSCO005	Continuously improve coaching skills and knowledge
SISSSCO003	Meet participant coaching needs
BSBRSK401	Identify risk and apply risk management procedures
HLTAID003	Provide first aid (To be delivered by an external RTO or via IVET for approved trainers from RTO 90072)

Electives

SISSCO012	Coach sports participants up to an intermediate level
SISXIND006	Conduct sport, fitness and recreation events
SISSSOF002 and	Continuously improve officiating skills and knowledge
SISXDIS001	Facilitate inclusion for people with a disability

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

Recommended Entry Requirements

Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class homework, research activities and cluster based assessments for students to complete.

Examples of occupations in the sport, fitness and recreation industry:

- Sports Coach or Trainer
- Assistant Coach
- Sport Administration Officer
- Sports Official
- Sports Event Manager
- Team Manager

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment There is no Higher School Certificate (HSC) examination for the Sport Coaching course.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: Resources \$ 0 Consumables \$ 0 Other \$ 0

The First Aid certificate is delivered by (select one) an external RTO OR the class teacher via IVET at a cost of **\$85**

Refund Arrangements on a pro-rata basis Please see your VET teacher to enquire about financial assistance

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

BOARD ENDORSED COURSES (CATEGORY C)

Content Endorsed School Designed

*Category C subjects do not have a written HSC examination and cannot be included
towards the calculation of an ATAR if undertaken.*

Course: **COMPUTING APPLICATIONS 2 UNIT**



Exclusions: Design & Technology - Multimedia
Information Processes & Technology

Course Description:

This is a “hands-on” computer course in which students learn and develop skills and knowledge in a range of computing applications which may include: word processing, databases, spreadsheets, graphics and animation, desktop publishing, multimedia etc.

This course in Computing Applications is designed to develop skills in the use of computer technology by providing students with practical experience in a range of applications and by examining the impact of these applications in the workplace and other aspects of society.

Main Topics Covered:

Preliminary and HSC Course

Students undertaking the course will develop:

- computing skills
- an understanding of computing applications in some of the following areas:-
 - programming
 - creative and expressive applications of computer technologies
 - office and/or personal productivity
 - confidence and discrimination in the use of computers
 - awareness and appreciation of issues brought about by computer technology in society.

Component	Weighting (%)
<ul style="list-style-type: none">• knowledge and understanding outcomes and course content• skills outcomes and course content	100
Marks	100

Course: *EXPLORING EARLY CHILDHOOD 2 UNIT*



Exclusions: Nil

Course Description:

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

Main Topics Covered:

Core Studies (compulsory)

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

Modules: 7-13 to be selected from the following:

- Learning Experiences for Young Children
- Play and the Developing Child
- Starting School
- Gender and Young Children
- Children and Change
- Children of Aboriginal and Torres Strait Islander Communities
- Historical and Cultural Contexts of Childhood
- The Children's Services Industry
- Young Children and the Media
- Young Children and the Law
- Children's Literature
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs.

NB: There is no external examination for this course.

Component	Weighting (%)
Knowledge and Understanding	50
Skills	50

Course: PHOTOGRAPHIC AND DIGITAL MEDIA 2 UNIT



Exclusions: Projects developed for assessment are not to be used 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 with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world.

The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Central to this is the development of creative action, reflection and the exercise of judgement. Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century.

Photography, Video and Digital Imaging in Stage 6 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 to 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, video and digital media.

Preliminary Course	HSC Course
<p>Modules may be selected from any of the three broad fields listed below. A Work, Health and Safety Module is mandatory. An additional module, the Individual/collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise.</p> <p>Main topics covered</p> <ul style="list-style-type: none"> • Traditional Darkroom (Wet) Photography • Video • Digital Photography 	<p>Modules may be selected from any of the three broad fields listed below. A Work, Health and Safety Module is mandatory. An additional module, the Individual/collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise.</p> <p>Main topics covered:</p> <ul style="list-style-type: none"> • Traditional Darkroom (Wet) Photography • Video • Digital Photography
<p>Specific requirements: Preliminary</p> <ul style="list-style-type: none"> • Students are required to keep a photographic process diary (PPD) throughout this course • A portable storage device to store digital photos and video clips (16GB minimum is recommended). 	<p>Specific requirements: HSC</p> <ul style="list-style-type: none"> • Students are required to keep a photographic process diary (PPD) throughout this course • A portable storage device to store digital photos and video clips (16GB minimum is recommended).

Assessment Components, Weightings and Tasks

Component	Weighting (%)
<p>Making (Photographic works, both analogue and digital and / or video)</p>	70%
<p>Critical and historical studies (Research Assignment and / or Examination)</p>	30%
Total HSC Assessment	100%

Who should choose this course?

Anyone can do this course. It caters for students who have never done Photography before and extends those who have completed Photography in Stage 5. It's an excellent course for anyone interested in their visual world. Students who are interested in a career in the multifaceted field of photography should consider studying this course.

How will this course help me in the future?

Photography, Video and Digital Media can be used as a basis to acquire skills needed in a variety of creative commercial and artistic fields including graphic arts/design, print media, advertising, digital imaging, web design, journalism, fashion photography, computer artist, film & television, photojournalism and tourism. It provides a useful background for TAFE and university courses in photography, digital imaging, fine arts and visual communications. At the end of the course students will be able to put together a portfolio to use in interviews for both further education and job purposes.

Exclusions: Nil

Course Description:

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

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

The course aims to:

- develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation;
- promote an understanding of the requirements for healthy living;
- develop a deeper understanding of the interaction between society, sport, recreation and fitness;
- identify how sport influences and affects various groups and sections of our society;
- provide students with a greater understanding of their physical and sporting potential.

Main Topics Covered:

Modules in SLR include:

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

Personal Development Health and Physical Education can be studied alongside Sport, Lifestyle and Recreation.

Component	Weighting (%)
Knowledge and Understanding	50
Skills	50

Course: VISUAL DESIGN 2 UNIT



Exclusions: Projects developed for assessment are not to be used for assessment in any other subject.

Board Developed: No	Practical component: Yes
HSC exam: No	Length of exam: N/A

Course Description:

This course provides students with opportunities to experience and learn specific skills and knowledge of visual communication. Students will explore aspects of art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of computer graphic design, photography, film and video, advertising, illustrations product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture. Through participation of this course, students will realise their creative potential and experiment with a variety of 2D, 3D and 4D materials and techniques.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, illustration design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design 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 design.

Preliminary Course	HSC Course
<p>Main topics covered: Students will study mandatory module OH&S and at least THREE topics from a prescribed list of topics, covering a range of contexts.</p> <p>Modules may be selected in any of the four broad fields of:</p> <ul style="list-style-type: none"> • graphic design • illustration • product design • Interior/exterior design. 	<p>Main topics covered: Students will study mandatory module OH&S and at least THREE topics from the prescribed list. The topics must be different from those studied in the Preliminary course.</p> <p>Modules may be selected in any of the four broad fields of:</p> <ul style="list-style-type: none"> • graphic design • illustration • product design • Interior/exterior design.
<p>Specific requirements: Preliminary</p> <ul style="list-style-type: none"> • Students are required to keep a diary throughout this course • A portable storage device to store digital photos and video clips (16GB) minimum is recommended) 	<p>Specific requirements: HSC</p> <ul style="list-style-type: none"> • Students are required to keep a diary throughout this course • A portable storage device to store digital photos and video clips (16GB) minimum is recommended).

Assessment Components, Weightings and Tasks

Component	Weighting (%)
<p>Making (Design Images and Objects – 2D, 3D and 4D)</p>	70%
<p>Critical and historical studies (Research Assignment and / or Examination)</p>	30%
<p>Total HSC Assessment</p>	100%

Who should choose this course?

Anyone can do this course. It caters for students who have never undertaken Visual Arts, Visual Design or Photography before and extends those who have completed any of these courses in Stage 5. It's an excellent course for anyone interested in their visual world. Students who are interested in a career in the multifaceted field of design should consider studying this course.

Career Options; How will this course help me in the future?

This course prepares students for further study in design and creative arts courses.

Career options include: *Teacher, fashion designer, art critic, interior designer, industrial designer, artist, graphic designer, architect, photographer, visual merchandiser, jeweller, illustrator, product designer.*

Course: **WORK STUDIES 2 UNIT**



2 units for each of Preliminary and HSC Content Endorsed Course

Exclusions: Nil

Who should choose Work Studies?

Students seeking to learn and apply practical lifelong skills in the area of work should consider Work Studies. The flexible nature of the subject, together with its practical focus on the modern world of work, allows this subject to be moulded in such a way that it can cater to students of all abilities. Having said this, the subject does require commitment to completing work in and out of class as well as active participation in all aspects of content covered.

Why should you choose Work Studies?

In the modern world of work the most sought after workers are those that not only have the necessary qualifications to work but also those that have a good understanding of how workplaces operate and the attitude and commitment required to function as part of a wider organisation. As a senior subject Work Studies seeks to teach students the real and practical foundation skills they will need to become the most sought after workers in their chosen field.

How will you learn in Work Studies?

The flexible nature of this subject allows learning to be individualised to meet the needs of each student. Many learning styles are applied throughout this course. These include, but are not limited to:

- Undertaking work placement
- Team activities
- Discussions
- Explanations
- Project based learning
- The use of ICT, particularly YouTube videos
- Writing

Any student who likes a varied and flexible learning environment should give Work Studies serious consideration.

What do you learn about in Work Studies?

Work Studies is the study of the world of work. The course reflects the contemporary world of work including a focus on:

- Technology in the workplace and for job-seeking
- Issues in the modern workforce
- Teamwork and enterprise skills
- Developing financial literacy by learning how to effectively manage your money
- The changing nature of the labour market and work
- Knowledge and skills for work-readiness
- Work health and safety (WHS)

Main Topics Covered

CORE TOPIC: My Working Life		
ELECTIVE MODULES:		
1. In the Workplace	2. Workplace Issues	3. Personal Finance
4. Preparing Job Applications	5. Self-Employment	6. Managing Work and Life Commitments
7. Workplace Communication	8. Team Enterprise Project	9. Teamwork and Enterprise Skills
10. Experiencing Work		

Particular Course Requirements: You will be required to undertake work experience as part of this course.

Assessment HSC Course only

External Assessment	Internal Assessment	Weighting
There is no external examination for this subject	Knowledge and understanding	30%
	Skills	70%
		100%