
Heathcote High School Course and Subject Information

For students in Year 11 2019



Excellence, opportunity and success for all our students

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The HSC

Information for Year 10 students and their parents

The Higher School Certificate (HSC) is the culmination of 13 years of schooling. At Heathcote High School we offer our students a full range of subjects to cater for individual abilities, interests and goals.

The HSC is the highest educational award in New South Wales schools. It is awarded to students who successfully complete Years 11 and 12 in New South Wales. The HSC is an internationally recognised credential that provides a foundation for students entering tertiary study, vocational training or employment.

To gain an HSC, students must have completed a minimum of 12 units of Preliminary courses and 10 units of HSC courses. All courses in the HSC have a unit value. Most courses are 2 units.

Students must satisfactorily complete the Preliminary course (usually studied during Year 11) before they are eligible to commence the corresponding HSC course (usually studied during Year 12). English is the only compulsory subject for the HSC.

There are many different subjects and courses from which to choose. The subjects which run each year are determined by student choice, and staff availability.

We expect you, as a senior student, to have a sense of responsibility towards your own education. We expect you to organise your time so that you are up-to-date in all your subjects. We expect you to research independently and be able to write in a variety of ways, including essays.

This booklet contains essential and detailed information to assist students and parents to decide on future study patterns. It is imperative that students also listen to the advice of teachers, particularly in relation to the level of study in English and Mathematics. Previous performance will indicate the level of study suitable to each student.

This is an exciting time as students determine their future directions, and we wish them all the best.

Mr S Waser
Principal

Mr K Scott
Relieving Deputy Principal

Requirements for the Award of the HSC

To be eligible for the award of the Higher School Certificate, you need to:

- be enrolled at a NSW government or registered school;
- study a permitted combination of courses;
- complete the requirements for each course, including any necessary practical or project work;
- complete assessment tasks in both the Preliminary (Year 11) and HSC courses;
- sit for, and make a genuine attempt at, all required examinations.

English is the only compulsory Preliminary and HSC subject.

To be eligible for the award of an HSC you must satisfactorily complete at least 12 units in your Preliminary pattern of study and at least 10 units in your HSC study pattern.

Both study patterns must include:

- at least 6 units of Board Developed courses
- at least 2 units of a Board Developed Course in English
- at least 3 courses of 2 unit value or greater
- at least 4 subjects

You may not count more than 6 units of Science courses towards the minimum units required in the Preliminary course and 7 units of Science in the HSC course.

School based assessment and the HSC examination

You are required to complete school-based assessment tasks for HSC and Preliminary courses. School-based assessment counts for 50% of your overall mark in each course and is reported on your HSC Record of Achievement. School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination.

Assessment tasks may include:

- Tests
- Written assignments
- Oral assignments
- Practical activities
- Fieldwork
- Research

In Vocational Education courses, you will be assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification but not towards an HSC mark.

Most examinations for the HSC are written examinations that are held in October and November each year. You may be required to also undertake performance-based examinations or submit a practical piece of work depending on your subject pattern. Examinations are marked by carefully chosen expert markers. Closely supervised procedures are maintained to ensure accuracy and security.

The result of each HSC course satisfactorily completed appears on the HSC Record of Achievement. Results of Board Developed Courses are recorded under the following headings on the Record of Achievement.

The assessment mark is the moderated mark awarded for your assessment tasks at school.

- The examination mark is the mark awarded for the external examination.
- The HSC mark is the average of the examination mark and the assessment mark.
- The performance band shows your level of achievement in the course.

All subjects will have three assessment tasks in the Preliminary course.

The Preliminary course concludes with formal examinations at the end of Term 3. These exams, together with performance in assessment tasks, classroom performance and diligence in learning, will serve as information for a teacher's judgement as to whether the student has satisfactorily completed the Preliminary course. Students who do not satisfactorily complete a Preliminary course will be unable to commence the Higher School Certificate in that course.

The HSC course commences at the beginning of Term 4 for Year 11.

What are units?

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

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

- 2 units = 4 hours per week (120 hours per year) = 100 marks
- 1 unit course = approximately 2 hours of class time each week or 60 hours per year.

What advantages will the HSC give you?

- better employment prospects. Most employers expect applicants to have at least 12 years of schooling
- wider career choice
- opportunities to enter tertiary education at a higher level
- increased knowledge, skills and experience
- increased maturity and confidence when dealing with other people
- better communication skills – oral and written
- a greater sense of self-esteem, satisfaction and achievement

How do you choose your subjects?

There are several key considerations for you:

Abilities

Choose subjects in which you are capable of doing well.

Interests

Choose subjects that interest you.

Motivation

Choose subject areas that you want to study.

Career aspirations and needs

Be realistic about your career choices and about your subject choices.

In choosing your subjects, it is recommended you talk to some or all of the following people who can help you decide:

- Careers Adviser
- Class Teacher
- Head Teacher
- Year Adviser
- Parents and/or members of your family

Can you change subjects?

It is possible, under certain circumstances, to change subjects, however, this option is limited and involves a significant increase in your workload to catch up. Be realistic with your choices – if you enjoy and are experiencing success in a subject in Year 10 then this is a good basis on which to choose HSC subjects.

There are no easy options! There is a big workload in all courses.

What types of courses can I select?

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

Board Developed Courses

These courses are developed by the NSW Education Standards Authority (NESA). There is a syllabus for each course which 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).

The syllabuses and their support documents referred to above for all subjects may be found on the NESA Website : <http://educationstandards.nsw.edu.au>

Board Endorsed Courses

- Content Endorsed Courses
- School Designed Courses

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest or need not covered in the Board Developed Courses.

Most HSC VET (Vocational Education and Training) 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 the approved courses to senior students as part of the Higher School Certificate.

There is no external examination for any Content Endorsed Course or School Designed 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.

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

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

VET courses allow students to gain both HSC or RoSA qualifications and a qualification 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 move to various education and training sectors and employment.

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

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or simulated workplace hours at school as specified by NESA.

Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore can't count in the calculations of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

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.

VET Category B Courses

The universities categorise Board Developed Courses as either Category A or Category B. No more than 2 units of Category B courses can be included in the calculation of your ATAR.

The following courses are Board Developed Category B courses and all have examinations.

- Automotive
- Business Services
- Construction*
- Computing Assembly and Repair (Electro technology)
- Entertainment Industry
- Financial Services
- Hospitality*
- Human Services
- Information and Digital Technology
- Metal and Engineering*
- Primary Industries
- Retail Services

- Sport Coaching*
- Tourism and Events (Event Coordination)
- Tourism

Courses marked *may be studied within Heathcote High School

Vocational Education and Training @ Heathcote High School

VET in school prepare students for the workforce by providing industry recognised skills in a range of industry trade areas. The following Board Developed Vocational Education courses are offered for the Higher School Certificate program:

- CPC20211 Certificate II in Construction Pathways
- SIT20416 Certificate II in Kitchen Operations
- MEM10105 Certificate I in Engineering
- SIS20513 Certificate II in Sport Coaching

VET courses include mandatory work placement and involve competency-based assessment of skills and knowledge. The courses also include a HSC examination for those students who wish to gain an ATAR for university entrance. The courses are delivered by appropriately qualified and trained teachers and require students to have access to industry standard equipment and resources.

The Vocational Education and Training courses count towards a HSC program of study, and lead to a nationally recognised qualification. These qualifications are recognised by industry and by other registered training organizations.

Australian Qualifications Framework (AQF)

The Australian Qualification Framework (AQF) covers qualifications issued by secondary schools, vocational education and training (VET) providers and higher education institutions. All qualifications are nationally recognised. Within the framework, there are six vocational education and training qualifications available: Certificates I, II, III and IV; Diploma; Advanced Diploma; Vocational Graduate Certificate and Vocational Graduate Diploma.

Training Packages specify the combination of competency standards required to achieve a particular qualification. Learners who complete some, but not all, standards for a qualification are awarded a statement of attainment. When they are assessed as competent in the remaining standards, they get the qualification.

Student Work Placement

Work placement is a mandatory HSC requirement within the VET frameworks and appropriate hours have been assigned to each course. Learning in the workplace enables students to:

- progress towards the achievement of industry competencies;
- develop appropriate attitudes towards work;
- learn a range of behaviours appropriate to the industry;
- practise skills acquired in the classroom or workshop;
- develop additional skills and knowledge, including the key competencies.

Competency-based assessment

The courses within the VET frameworks are competency-based courses. The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency.

A participant is judged either 'competent' or 'not yet competent'. This judgment is made on the basis of a range of evidence. Assessment of competence involves the assessment of skills and knowledge combined.

School-Based Apprenticeships and Traineeships (SBA&T)

A school-based traineeship or apprenticeship combines paid work, training and school. Students spend a minimum of one day a week on-the-job (can be a school day, a Saturday, evening shifts, etc) with an employer, with some block periods at work in the holidays as well. For the rest of the week, students complete their off-the-job vocational qualification and their other HSC subjects.

At Heathcote High School, applications for SBA&Ts are supported on an individual basis.

What's the difference between a school-based traineeships and school-based apprenticeships?

Traineeships are completed at the end of Year 12; apprenticeships continue post school. Apprenticeships are usually in trade areas such as automotive, construction, electro technology, hospitality, metal and engineering. Traineeships are available in a range of industries including business administration (Business Services), retail, printing, nursing, transport and logistics, out of school hours care, to name a few of the 62 available.

What are the benefits?

- Combine your HSC with vocational training within a supportive school environment
- Gain valuable work skills and experience
- Earn while you learn
- Obtain nationally recognised skills to work in industry areas with strong career prospects
- Gain credit towards further study
- Get a head start in the career
- Potentially earn higher wages post school
- Access a pathway to further studies

This is a great opportunity to contribute to the workforce of the future. If you'd like to find out more:

check out www.sbatinnsw.info;

or

phone (02) 9582 2816 for more information

Please note: To become a school-based trainee or apprentice you need to have the appropriate job.

Externally Delivered Courses in 2019 (EVET)

TAFE-delivered VET courses offer the following:

- contribute to your HSC and enable you to gain specific career skills
- will be recorded on your Year 11 Record of Achievement and, if you completed the course in Year 12, your HSC Record of Achievement
- you will receive TAFE accreditation for subjects successfully completed
- you will have a broader choice of study options
- choice of a wide range of subjects that can fast track your entry into the career of your choice
- improved opportunities for employment
- you will also be entitled to subject exemptions in higher levels of study in TAFE. This means you won't have to repeat any subject you successfully completed during your EVET course
- you will experience learning in an adult environment
- you will have access to a wide range of specialist equipment and facilities at TAFE
- most EVET courses are non-ATAR courses except:

Automotive	Business Services	Construction
Electro Technology	Entertainment Industry	Financial Services
Information Technology	Metal and Engineering	Primary Industries
Retail	Hospitality	Tourism

Students from all high schools are eligible to apply.

Classes are usually held on Tuesday afternoons from 1.30pm to 5.30pm.

Classes only run if there are sufficient suitable students as deemed by TAFE.

An application form must be completed for a EVET course and given to Mrs Trajkovski (Careers Adviser). For further information go to <https://tafensw.edu.au>

Applications for EVET courses close on: To be advised

Career Planning

Are you a student who ...	Then you should ...
<ul style="list-style-type: none"> wants to go to university needs university training for your chosen career wants to maximise your ATAR knows you can do it if you work hard wants mainly academic subjects 	<ul style="list-style-type: none"> select a program of study which makes you eligible for an ATAR select subjects recommended for your university course do extra-curricular activities to support scholarship applications apply for university in Term 3 of Year 12 select subjects and levels which will maximise your ATAR
Are you a student who ...	Then you should ...
<ul style="list-style-type: none"> wants to gain post HSC qualifications wants to go onto further education or training knows you may have the ability to go to university but is not sure you want to wants to keep all your options open wants to also consider TAFE or private providers 	<ul style="list-style-type: none"> select a program of study which makes you eligible for an ATAR apply for university, TAFE and private training providers in Term 3 of Year 12 select subjects which are recommended for your tertiary training
Are you a student who ...	Then you should ...
<ul style="list-style-type: none"> wants to get a good HSC wants to get a job with a career path and good money wants TAFE or work-based training wants a head start on vocational training with a national credential wants a mix of interest and vocational subjects knows you don't want to go to uni 	<ul style="list-style-type: none"> select subjects which are recommended in your career path include some Maths, vocational subjects attracting dual credentialing (VET and/or TAFE), some interest subjects apply for TAFE and private training providers in Term 3 Year 12 apply for traineeships and apprenticeships
Are you a student who ...	Then you should ...
<ul style="list-style-type: none"> doesn't know what type of career you want doesn't know what you want to do after the HSC knows a good HSC is the key to a better future wants a mix of subjects you like and are good at knows you don't want to go to uni 	<ul style="list-style-type: none"> select subjects you like, have an interest in and are good at include vocational subjects attracting dual credentialing, some TAFE courses, interest subjects keep your options open actively participate in transition, career and exit planning

Career and Subject Choice

How can I choose subjects if I don't know what I want to do after I leave school?

You must be prepared to do some research and to think about what broad areas of interest you already have. For instance, you may like to read scientific magazines or solve mathematical problems. Perhaps you have a passion for writing stories or designing things. You may be interested in the environment or assisting people with their problems by being a good listener. Don't be worried if you don't know exactly what career you want to do. There is plenty of time to choose and you will probably change your mind many times before you find the right career for you.

Remember you can also see the Careers Adviser for guidance.

What should I do if I am not going to do further study after the HSC?

Whether you choose full-time employment, a traineeship or an apprenticeship, you still need to achieve good results and positive comments on your report to be competitive. Interest, ability and past performance provide a sound basis for selection.

What levels should I do?

You should do the highest level that you are capable of doing. You must be guided by your teachers as to the level of difficulty that is appropriate for you. Don't just take the easy way out; you have decided to do the HSC, so make the most of it.

On the following pages you will find information on the recommended subjects for broad areas of study. This information is provided by the universities but is useful for all students.

University Entry Requirements for 2021

The following information is provided to assist Year 10 students to choose HSC subjects. A booklet titled '*University Entry Requirements 2021 for Year 10 Students*' can be purchased from the UAC shop via the UAC's website www.uac.edu.au for \$8.00 or can be downloaded free of charge.

The University of Sydney has introduced a Mathematics prerequisite (not Mathematics Standard) for 62 of its courses in order to meet requirements for admission. The change will impact a range of courses including, but not limited to, Economics, Commerce, Engineering, Information Technology, Psychology, Pharmacy, Vet Science and Science.

Please refer to individual course guides available online from universities for more detailed information. The information outlined below is a guide only.

Architecture / Building / Design & Planning

Students intending to undertake courses in these areas are advised to study two or more units of mathematics (not General Mathematics). A general background in science, particularly Physics, may be helpful but is not essential. Visual Arts or Industrial Technology may also be useful.

Arts / Humanities

Degree programs in arts and liberal studies do not usually require a particular program of study at secondary school. The study of English is required by some institutions and recommended for all students in this field – check the institution entries for details. If you wish to study a language other than English as your major subject, however, you are advised to include the language of your choice in your HSC program although in many cases you will be able to take introductory language courses that do not require prior study.

Business/Commerce/Economics/Marketing/Management

Courses in accounting, banking, econometrics, economics, finance, management and marketing may require at least two units of mathematics (not General Mathematics) as either a pre-requisite or assumed knowledge.

HSC Economics or Business Studies are considered a useful, but not essential, preparation for courses in these areas.

Students wishing to undertake actuarial studies at tertiary level generally require HSC Mathematics Extension 1 or HSC Mathematics Extension 2 as a pre-requisite.

Communications / Media Studies

Most of these courses do not require a particular course of study at secondary school. Some institutions recommend the study of English in preparation for communication and media courses – check the institution entries for details. In addition to the ATAR, some institutions may require you to complete a questionnaire and/or attend an interview.

Creative and Performing Arts

Students intending to undertake studies in these areas are advised to gain experience outside the school environment. Entry to most of these courses requires an audition, interview or portfolio (or a combination of these) as well as a suitable ATAR. The study of Visual Arts, Dance, Drama, Music 1, Music 2 or HSC Music Extension may be helpful for courses in creative and performing arts. Some institutions will base selection to a creative arts course on the marks obtained in the HSC. Special admission procedures may be available if you are unable to include suitable subjects in your HSC program.

Earth and Environmental Sciences

Most courses do not require a particular program of study. Most institutions, however, recommend a background in science subjects such as Chemistry, Mathematics (not General Mathematics) and Physics or Biology.

Education / Teaching

In some institutions, courses in education may be taken in arts, science or other programs. Some institutions also offer separate teacher education programs in early childhood, primary and secondary education. Students who wish to qualify as a secondary teacher must also fulfil the entry requirements for study in their proposed area of teaching specialisation.

For intending early childhood or primary teachers, some institutions assume or require satisfactory levels of Mathematics and/or English.

Engineering

Most institutions recommend at least HSC Mathematics Extension 1 for the study of all branches of engineering. Physics and Chemistry are also recommended. Engineering Studies is considered a useful but not essential preparation for engineering.

Health Sciences (includes studies not listed under Medical Sciences)

If you intend to study health science you are generally advised to include in your HSC study program at least two units of mathematics (not General Mathematics) and two units of science – preferably Chemistry, or, for medical imaging and medical radiation technology, Physics.

Human Movement / Sport Sciences / Physical Education

Most courses in these areas do not require a particular program of study at secondary school. A background in science subjects (Physics, Chemistry and Biology) and Mathematics (not General Mathematics) is recommended by some institutions. Personal Development, Health and Physical Education is also considered useful.

Some institutions require you to provide additional information relating to your sporting achievements.

Information Technology

Studies in this area usually require either Mathematics or HSC Mathematics Extension 1 (not General Mathematics) as a pre-requisite or assumed knowledge. Computer Science is generally taught on the assumption that students have studied HSC Mathematics Extension 1.

Law

Generally, legal courses do not specify pre-requisites or levels of assumed knowledge. If you are contemplating a law program combined with Arts, Business, Commerce, Economics, Engineering, Science, Social Sciences or Social Welfare, check that the subjects you choose comply with the requirements for those courses.

Medical Sciences (including medicine, optometry, pharmacy and veterinary science)

Students intending to take up studies in these areas are advised to include at least two units of mathematics (not General Mathematics), Chemistry and either Physics or Biology in their HSC program.

Some institutions prefer the combination of Chemistry and Physics while others may have no preference provided Mathematics and Chemistry are included.

Nursing

Students intending to undertake nursing studies are generally advised to include at least two units of studies in science, preferably Chemistry and/or Biology and/or Physics. Most institutions also recommend at least 2 units of mathematics

Science / Applied Science / Technology

Most courses in applied science are three-year or four-year professional courses which involve the study of Mathematics, Chemistry, Physics and either Biology or Geology in first year. HSC Mathematics Extension 1 is assumed knowledge for courses in technologies such as textiles and metallurgy. Mathematics is acceptable in areas such as food technology, and agricultural and rural sciences. Most science courses require students to have studied as much science and mathematics (not General Mathematics) as they can effectively handle. If possible, include both Chemistry and Physics in your HSC program.

Social Sciences

Social Sciences may include the study of Economics, Education, Geography, Law, Psychology and Sociology. Mathematics (not General Mathematics) may be required for some subjects.

Social Work / Welfare Work

Most courses in these areas do not require a particular program of study at secondary school although a minimum score in English may be required by some institutions. If psychology is included as part of the course, then Mathematics (not General Mathematics) is strongly recommended.

Tourism / Hospitality Management

Most courses in these areas do not require a particular program of study at secondary school although some economics may be useful. Some courses also require a minimum level of English. Some institutions require work experience in customer services as a pre-requisite.

Special Provisions for Students with Disabilities

NSW Education Standards Authority (NESA) has a program to help students with practical support in their Higher School Certificate examinations. This practical support, known as provisions, assists students to read examination questions and to write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student's results.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

It is not embarrassing to apply for or use provisions. More than 5000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

To apply for provisions, the school submits an online application to NESA. This application tells us which provisions the student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Much of the evidence can be collected by the school, but the parents' role is welcome and needed. Parents help by talking with the school, describing the student's needs, and providing the school with medical or other reports.

Applications for provisions should be submitted by the school to NESA by the end of Term 1. Late applications are accepted for an emergency, such as a broken arm, until the time of the examinations.

Once NESA has made a decision about which provisions are approved or declined, a decision letter is provided to the school. The school will provide the student with a copy of the letter.

If you or the school are not satisfied with NESA's decision, it is possible for the school to lodge an appeal. Appeals must state why NESA's decision is unsuitable and must include new evidence to support the appeal.

If you think that you or your child may require support in completing the Higher School Certificate examinations, please discuss the matter with the Year Adviser, School Counsellor or teacher.

Ancient History

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: Nil

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

Content

Year 11

The Year 11 course comprises three sections.

- Investigating Ancient History
 - Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies
 - Students study at least two ancient societies.
- Historical Investigation (20 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- One 'Ancient Societies' topic
- One 'Personalities in their Times' topic
- One 'Historical Periods' topic

Internal and External Assessments

Due to changes to the current syllabus, details regarding assessments in Ancient History will be advised late 2018.

Course Fees: \$7.00 per year

Contact: Mr Valentino, Ms Proops or Miss Liddell

Biology

2 units for each of Preliminary and HSC

Board Developed Course Category A

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

Core Topics:

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

HSC Course

Core Topics

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

Particular Course Requirements:

Biology is a course for students who like and perform well in Science. To be successful in this course, students need to currently be in 10S1, 10S2 or 10S3 and be capable of scoring a grade A,B or C in their Science Assessment.

The Preliminary and HSC courses include a depth study, which will comprise 15 hours of in-class investigation. Practical experiences should occupy a minimum of 70 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Assessment: HSC course only

External Assessment

A 3 hour written examination 100

Internal Assessment

Research and Report 30
 Depth Study 20
 Practical Task 20
 Yearly Examination 30

100

100

Course Fees: \$7.00 per year

Contact: Mrs Vials

Business Studies

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: Nil

Course Description

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

Business Studies is useful and interesting for all students. Any student contemplating and tertiary studies in business, commerce, law, accountancy, economics will find Business Studies especially useful if it is also combined with Economics or Legal Studies.

Main topics Covered:

Preliminary Course

- | | | |
|---|---------------------|--------------------|
| • | Nature of Business | 20% of course time |
| • | Business Management | 40% of course time |
| • | Business Planning | 40% of course time |

HSC Course

- | | | |
|---|-----------------|--------------------|
| • | Marketing | 25% of course time |
| • | Operations | 25% of course time |
| • | Finance | 25% of course time |
| • | Human Resources | 25% of course time |

Particular Course Requirements: Suits all students

In the Preliminary course there is a research project, investigating the operation of a small business or planning the establishment of a small business. It is not necessary to have studied Commerce in the junior school

Assessment : HSC course only

External Assessment		Internal Assessment	
A three hour written examination			
Objective response question	20	Knowledge and understanding	40
Short-answers questions	40	Stimulus-based skills	20
Extended response (business report)	20	Inquiry and research	20
Extended response	20	Communication of business information, ideas and issues in appropriate written form	20
100		100	

Careers relevant to this course:

Many careers, both university and TAFE based become available to students of Business Studies. These include the hospitality industry, management, insurance, banking, finance, commerce, personnel, travel, accounting, small business, law and sales.

Course Fees: \$7.00 per year

Contact: Mr Weir, Mr Barnes or Mr Jackel

Chemistry

2 units for each of Preliminary and HSC
Board Developed Course Category A

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.

Preliminary Course

Core Topics:

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

HSC Course

Core Topics:

- Equilibrium and Acid Reactions
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Particular Course Requirements:

Chemistry is a course for students who like and perform very well in Science. To be successful in this course, students need to currently be in 10S1 or 10S2 and be capable of scoring a grade A or B in their Science Assessment.

The Preliminary and HSC course both include a depth study which will comprise 15 hours of in-class investigation. Practical experiences should occupy a minimum of 70 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Assessment: HSC course Only

External Assessment

A 3 hour written examination 100

Internal Assessment

Research and Report	30
Depth Study	20
Practical Task	20
Yearly Examination	30

100

100

Course Fees: \$30.00 per year

Contact: Mrs Vials

Community and Family Studies

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: Nil

Course Description

Family & Community Studies at Stage 6 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.

Main Topics Covered

Preliminary Course (Year 11)

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

HSC Course (Year 12)

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

HSC Option Modules (one of the following)

- Family and Social Interactions: How government and community structures support and protect family members throughout the lifespan
- Social Impact of Technology: The impact of evolving technologies on individuals and lifestyle.
- Individuals and Work: Contemporary issues confronting individuals as they manage roles within both family and work environments.

Methods of Assessment include :

- Oral presentations
- Examinations
- Research tasks
- Essays
- Process skills (problem solving and management)
- Independent Research Project – this is an individual project related to the course content of one or more of the following areas; individuals, groups, families, communities, resource management

Careers relevant to this course:

Child care, management, human resource management, teaching, social work, counselling, psychology, marketing, emergency services (police, nursing)

Course Fees: \$20.00 per year

Contact: Home Economics and PDHPE Faculties

Additional Cost: Relevant excursions where appropriate

Construction VET



Education
Public Schools

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING
2019 CONSTRUCTION COURSE DESCRIPTION

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

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 Units of Competency

Core	
CPCCCM1012A	Work effectively and sustainably in the Construction Industry
CPCCOHS2001A	Apply OHS requirement, policies and procedures 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

Electives

CPCCCA2011A	Handle carpentry materials
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on the ground
CPCCCO2013A	Carry out concreting to simple form
CPCCCA2002B	Use carpentry tools and equipment
CPCCWF2001A	Handle wall and floor tiling materials
CPCCWF2002A	Use wall and floor tiling tools and equipment

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. Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. 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.

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, climbing ladders 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 carpentryshop 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 Construction Induction Card (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 \$ TBA PPE Consumables \$80.00 per year Other \$ approx: \$100

The White Card will be delivered by an external RTO (insert name)

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>

Contact: Mr McLean or Mr Somerfield

Design and Technology

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: Nil

Course Description

Students study design processes, design theory and factors in relation to design of products/projects. In the **Preliminary course** students study designing and producing which includes the completion of several small design projects and associated folios.

In the **HSC course** students undertake a study of innovation and emerging technologies which includes a case study of an innovation. Students are required to consolidate their design knowledge through the development of a major design project. This is a student centred project based upon a given need developed by the student. The solution can be a physical product or a conceptual idea using a variety of materials.

Main Topics Covered

Preliminary Course

Designing and Producing including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

HSC Course

Innovation and Emerging Technologies including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities. In the HSC course, the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a major design project and the presentation of a case study.

Assessment HSC course only

External Assessment	Internal Assessment
Section I 40 A one and a half hour written exam Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.	Innovation and Emerging Technologies, including a compulsory case study of an innovation/design/designer 20 Half-yearly and Trial Exams 20 Designing and Producing (which may include aspects of the Major Design Project) 60
Section II 60 Folio + major design project	
100	100

Careers relevant to this course : This course makes you think and become aware of what is around you) Graphic Design, trades, marketing, sales and any job involving planning and development or production, Industrial design, engineering, project management, manufacturing, textile technology, TAFE – Fashion and Design, Interior Design etc.

Course Fees : \$70.00 per year

Contact : Mr G Moon, Mr S Mc Lean

Additional Cost: Extra material used on major works if applicable.

Drama

2 units for each of Preliminary and HSC		Board Developed Course Category A	
Exclusions: Nil			
Course Description: Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. The Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas. The HSC Course content of Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces. The Group Performance of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.			
Main Topics Covered			
Preliminary Course			
<ul style="list-style-type: none"> • Improvisation, Playbuilding, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles 			
HSC Course			
<ul style="list-style-type: none"> • Australian Drama and Theatre • Studies in Drama and Theatre • Group Performance (Compulsory) • Individual Project (Choice of Options) 			
Particular Course Requirements			
The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group Performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.			
Assessment HSC course only:			
Internal Assessment		External Assessment	
Making	40	Group Performance (Core)	30
Performing	30	Individual Project	30
Critically Studying	30	A one and a half hour Written Examination comprising two compulsory sections:	
The Year 12 formal school-based assessment program is to reflect the following requirements:		Australian Drama and Theatre (Core)	
<ul style="list-style-type: none"> • Maximum of four assessment tasks; • No task is to be less than 10% weighting and no greater than 40% weighting; • Only one task may be a formal written examination with a maximum weighting of 30%. 		Studies in Drama and Theatre	40
100		100	

Course Fees: \$50.00 per year

Contact: Mrs Coppock

Earth and Environmental Science

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: Nil

Course Description

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

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

Content

Preliminary Course

The Year 11 course consists of four modules:

- Module 1 Earth's Resources
- Module 2 Plate Tectonics
- Module 3 Energy Transformations
- Module 4 Human Impacts

HSC Course

The Year 12 course consist of four modules:

- Module 5 Earth's Processes
- Module 6 Hazards
- Module 7 Climate Science
- Module 8 Resource Management

Particular Course Requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

Assessment: HSC course only

External Assessment

A 3 hour written examination 100

Internal Assessment

Research and Report	30
Depth Study	20
Practical Task	20
Yearly Examination	30

100

100

Course Fees: \$7.00 per year

Contact: Mrs Vials

Economics

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: Nil

Course Description:

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 unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. 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, including consideration of the Global Financial Crisis. Economics is very valuable to any student who plans to study business, commerce, accountancy or law at TAFE or university.

Main Topics Covered

Preliminary Course

- | | |
|------------------------------------|--------------------|
| • Introduction to Economics | 10% of course time |
| • Consumers and Business Economics | 10% of course time |
| • Markets | 20% of course time |
| • Labour Markets | 20% of course time |
| • Financial Markets | 20% of course time |
| • Government in the Economy | 20% of course time |

HSC Course

- | | |
|---|--------------------|
| • The Global Economy | 25% of course time |
| • Australia's Place in the Global Economy | 25% of course time |
| • Economic Issues | 25% of course time |
| • Economic Policies and Management | 25% of course time |

Particular Course Requirements

Suits all students especially those planning university studies. It is not necessary to have studied Commerce in the junior school.

Assessment: HSC course only

External Assessment	Internal Assessment
A three hour written examination:	<ul style="list-style-type: none"> • Knowledge and understanding 40 • Stimulus-based skills 20 • Inquiry and research 20 • Communication of economic information, ideas and issues in appropriate forms 20
<ul style="list-style-type: none"> • Objective response questions 20 • Short-answer questions 40 • Stimulus-based extended response 20 • Extended response 20 	
100	100

Careers relevant to this course: Economics students from this school have traditionally done well in the fields of economics, commerce and business at university. Apart from the importance of economics for understanding our world it provides essential background knowledge for a wide variety of careers, some of which are listed below :

accountancy	purchasing and supply	consumer research
local government	quantity surveying	teaching
market research	civil service	trade union work
advertising & marketing	retailing	wholesaling

Course Fees: \$7.00 per year

Contact: Mr Barnes

Engineering Studies

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: Nil

Course Description:

Both preliminary and HSC courses offer students the opportunity to study the many aspects of engineering in a broad range of areas. These include engineering mechanics/hydraulics, engineering materials, engineering electricity/electronics, communication and the scope of the engineering profession. Students are encouraged to solve engineering problems through the meaningful application of engineering principles. The course is an applied science with students studying real products and systems seeing the tangible outcomes from engineering.

Main Topics Covered

The course is based on the study of realistic engineering situations. It is a module based course where products and systems are studied discretely with students bringing practical engineering principles to apply on a problem culminating in the production of an engineering report. Areas for study include:

- engineering fundamentals
- engineered products
- braking systems
- bio-engineering
- civil structures
- personal and public transport
- aeronautical engineering
- telecommunications

Study of these modules will be based on actual products and systems and will involve practical experimentation in the areas of engineering mechanics and materials. At least two modules studied will involve collaborative work.

Particular Course Requirements

Students develop a component of an engineering report from Engineered Products. Two full engineering reports are required in both Year 11 and Year 12.

At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work where students will design and build products such as solar cars and bridges.

This course involves excursions highlighting various engineering fields.

Assessment: HSC course only

External Assessment	Internal Assessment
A three hour written examination	Examinations 65
Section I	Engineering Reports 35
Application Modules 10	
Section II	
Historical and Societal Influence Scope of the Profession, application and focus modules 70	
Section III	
All modules	
Engineering Reports 20	
100	100

Careers relevant to this course: This course seeks to offer suitable preparation for the study of engineering, building, architecture, applied science or allied field at tertiary level. It also provides a good background for students who study physics, mathematics and/or chemistry.

Course Fees: \$30.00 per year

Contact: Mr McLean

English Standard

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: English Advanced; English Studies; ESL; Extension English

Course Description

In the Preliminary English (Standard) course students explore the ways events, experiences, ideas and processes are represented in and through texts.

In the HSC English (Standard) course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

English (Standard) is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators. This course is the English Course which is suited to the majority of students. Statistically, only the most exceptional students in Standard English achieve a Band 6. However, students who perform well in Standard English are not disadvantaged in the calculation of their ATAR scores.

Main Topics Covered:

Preliminary English (Standard) Course

The course has two sections:

1. Common Module

Reading to Write: Transition to Senior English. Students undertake the intensive and close reading of quality texts from a variety of modes and media to develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios.

2. Modules

- Module A: Contemporary Possibilities. Students extend their knowledge, understanding and appreciation of the ways that different communication technologies shape ways that we read, navigate, understand and respond to digital, multimedia, multimodal and non-linear texts.
- Module B: Close Study of Literature. Students develop their knowledge and appreciation of a substantial literary print text.

HSC English (Standard) Course

The course has two sections:

1. Common Module

Texts and Human Experiences. Students deepen their understanding of how texts represent individual and collective human experiences.

2. Modules

- Module A: Language, Identity and Culture. Students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities.
- Module B: Close Study of Literature. Students develop an informed understanding, knowledge and appreciations of a substantial literary text.
- Module C: The Craft of Writing. Students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

Particular Course Requirements

In the Preliminary English (Standard) course students are required to:

- study one complex multimodal or digital text in Module A. (This may include the study of film.)
 - 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.
 - study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- There are no prescribed texts for Year 11. 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.

English Standard Continued

Preliminary Internal Assessment: There is a maximum of three assessments, of which one must be multimodal and one may be an examination of no more than 30% weighting. No assessment task is to be less than 20% weighting or greater than 40% weighting.

HSC English (Standard) course

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

- prose fiction
- poetry or drama
- film or media or nonfiction
- students must study one related text in the Common module: Texts and Human Experiences.

The selection of texts for Module C: The Craft of Writing does not contribute to the required pattern of prescribed texts for the course.

HSC Internal Assessment

There is a maximum of four assessments, of which no task is to be less than 10% or greater than 40% weighting. A maximum of one assessment may be a formal written examination with a maximum of 30% weighting. One task must focus on Module C: The Craft of Writing, with a weighting of 25%. One task must be a multimodal task.

HSC External Assessment

The HSC examination will consist of two written examination papers worth 100 marks.

Paper 1: Common Module – Texts and Human Experiences

(One hour and 30 minutes plus 10 minutes reading time) The paper will consist of two sections:

- Section I (20 marks): Four to five short-answer questions. The questions may contain parts. Questions will be based on stimulus and/or unseen texts related to the Common Module. At least two items will be common to English Advanced and at least two items will be common to English Studies.
- Section II (20 marks): There will be one question which will require a sustained response based on the prescribed text. The question may include stimulus and/or unseen texts. This question will be common to English Studies, English Standard and English Advanced.

Paper 2: Modules

(Two hours plus 5 minutes reading time) The paper will consist of three sections:

- Section I: Module A (20 marks): There will be one question which will require a sustained response based on the prescribed text. The question may include a stimulus.
- Section II: Module B (20 marks): There will be one question which will require a sustained response based on the prescribed text. The question may include a stimulus.
- Section III: Module C (20 marks): There will be one question. The question may contain up to two parts. The question will require an imaginative, discursive, persuasive, informative or reflective response. The question may require students to reflect on one or more of their prescribed texts. The question may include a stimulus and/or unseen texts.

Course Fees: \$7.00 per year

Contact: Ms Gurr

English Advanced

Students must seek approval from Head Teacher English to attempt this course.

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: English Standard; English Studies; ESL

Course Description

In the Preliminary English (Advanced) course students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

In the HSC English (Advanced) course students analyse and evaluate texts and the ways they are valued in their contexts.

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

Students who are interested and perform well in English should attempt this course. It would be advantageous to those who are considering University placement and applying for an ATAR, especially if they are passionate about literature and have excellent literacy skills. This subject is academically demanding and requires students to work towards achieving a high standard. Shakespeare is a compulsory text in Advanced English.

Main Topics Covered:

Preliminary Course: The course has two sections

1. Common Module

Reading to Write: Transition to Senior English. Students undertake the intensive and close reading of quality texts from a variety of modes and media to develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios.

2. Modules

- Module A: Narratives that Shape our World. Students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values.
- Module B: Critical Study of Literature. Students develop analytical and critical knowledge, understanding and appreciation of a literary text.

Throughout Year 11, students are expected to read widely in preparation for the HSC.

HSC Course : The course has two sections:

1. Common Module

Texts and Human Experiences. Students deepen their understanding of how texts represent individual and collective human experiences.

2. Modules

- Module A – Textual Conversations. Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts.
- Module B – Critical Study of Literature. Students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text.
- Module C – The Craft of Writing. Students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

Particular Course Requirements

In the Preliminary English (Advanced) course there are no prescribed texts for Year 11. 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.

Preliminary Internal Assessment: There is a maximum of three assessments, of which one must be multimodal and one may be an examination of no more than 30% weighting. No assessment task is to be less than 20% weighting or greater than 40% weighting.

English Advanced Continued

HSC English (Advanced) course

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

- Shakespearean drama
 - prose fiction
 - poetry OR drama
- The remaining text may be film, media or nonfiction text **or** may be selected from one of the categories above.
- The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.
- Students must study one related text in the common module: Texts and Human Experiences.

HSC Internal Assessment:

There is a maximum of four assessments, of which no task is to be less than 10% or greater than 40% weighting. A maximum of one assessment may be a formal written examination with a maximum weighting of 30%. One task must focus on Module C: The Craft of Writing, with a weighting of 25%. One task must be a multimodal presentation.

HSC External Assessment

The HSC examination will consist of two written examination papers worth 100 marks.

Paper 1: Common Module – Texts and Human Experiences

(One hour and 30 minutes plus 10 minutes reading time). The paper will consist of two sections:

- Section I (20 marks): Four to five short-answer questions. The questions may contain parts. Questions will be based on stimulus and/or unseen texts related to the Common Module. At least two items will be common to English Standard.
- Section II (20 marks): There will be one question which will require a sustained response based on the prescribed text. The question may include stimulus and/or unseen texts. This question will be common to English Studies, English Standard and English Advanced.

Paper 2: Modules

(Two hours plus 5 minutes reading time) The paper will consist of three sections:

- Section I: Module A (20 marks): There will be one question which will require a sustained response based on the prescribed text. The question may include a stimulus.
- Section II: Module B (20 marks): There will be one question which will require a sustained response based on the prescribed text. The question may include a stimulus.
- Section III: Module C (20 marks): There will be one question. The question may contain up to two parts. The question will require an imaginative, discursive, persuasive, informative or reflective response. The question may require students to reflect on one or more of their prescribed texts. The question may include a stimulus and/or unseen texts.

Course Fees: \$7.00 per year

Contact: Ms Gurr

English Extension (1 Unit)

Students must seek approval from Head Teacher English to attempt this course

1 unit for each of Preliminary and HSC

Board Developed Course Category A

Prerequisite: Acceptance into the English Advanced Course. Completion of this course is a prerequisite for HSC Extension 1 and 2

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

Preliminary English (Extension) Course

Students undertaking the Preliminary English (Extension) course must complete one mandatory module and a related project:

Module: Texts, Culture and Value

Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.

Related Project

This project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts. They develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects.

HSC English (Extension) Course

Students undertaking the HSC English (Extension) course must complete the common module and one elective:

Common module: Literary Worlds

Electives: Literary Homelands; Worlds of Upheaval; Reimagined Worlds; Literary Mindscapes; and Intersecting Worlds.

Preliminary English (Extension) Course 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.

Preliminary Internal Assessment: There are three assessment tasks, of which one may be an examination. Minimum weighting of tasks is 20% and maximum weighting of tasks is 40%. One task must be a multimodal presentation about the Independent Related Project with a maximum weighting of 40%.

HSC English (Extension) Course 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.

HSC Internal Assessment:

The Year 12 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be a creative response with a maximum weighting of 40%
- at least one task must integrate student selected related material

HSC External Assessment

The examination will consist of a written paper worth 50 marks.

The time allowed is two hours plus 10 minutes reading time. The paper will consist of two sections.

Section I – Common Module (25 marks)

There will be one question in response to stimulus and/or unseen material.

The question may require a critical or creative response, or both. It may be a single, sustained response, or it may be in two parts.

Section II – Elective (25 marks)

There will be one question, which may include stimulus.

The question will require a sustained critical response based on the prescribed texts and related texts.

Course Fees: Nil

Contact: Ms Gurr

Food Technology

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: Nil

Course Description

This course aims to provide students with an understanding of food and human nutrition and to appreciate the importance of food to health. This is a practical based course. It provides opportunities for students interested in food to develop capability and competence in designing and preparing food for individuals and families. It develops skills in the practical aspects as well as a deep knowledge of the Food Industry and its impact on nutrition.

Food Technology is of special benefit to those who may wish to enter the food industry after completion of school, through employment or through further tertiary study.

Main Topics Covered:

Preliminary Course (Year 11)

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

HSC Course (Year 12)

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

Assessment and Reporting

The preliminary results will be based on :

- an assessment mark produced from a variety of methods of assessment
- a written examination

The HSC results will be based on :

- an assessment mark submitted from the school using a range of methods of assessment to assess skills and knowledge in:
 - The Australian Food Industry
 - Food Manufacture
 - Food Product Development
 - Contemporary Nutrition Issues
- a written external examination

Methods of Assessment include:

- Experimentation and preparation of food
- Testing of knowledge and understanding
- Research into selected areas of the food industry
- To design, implement and evaluate solutions to food problems

Careers relevant to this course:

This course provides links with and pathways to employment and further education in the work place, TAFE and universities. Nutrition & dietetics, research & development, marketing, catering & hospitality industry, food technologist, teaching.

Course Fees: \$90.00 per year to cover costs of food provided.

Contact: The Home Economics Faculty

Additional Cost: Relevant excursions where appropriate.

French Beginners

“One language sets you in a corridor for life. Two languages open every door along the way” F.Smith

2 units for each of Preliminary and HSC Board Developed Course Category A
Exclusions: French Continuers - Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.
 If you missed out on studying French in Years 9 & 10 then this is the course for you!

Course Description
 Learning to speak another language is increasingly important for effective participation in a globalised world. If you want to work in any of the fields listed below or if you just want to be able to speak another language, then this course is for you. It may also be beneficial if you intend to pursue courses in the Arts or Liberal Arts, International Studies or Social Sciences at university.

In the Preliminary course, students will develop their knowledge and understanding of French across a range of topics. These will be explored through the organic and integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of French through the four skills and may study new topics or more detailed treatment of topics previously studied.

- This course aims to :**
- develop the skills necessary for effective communication in French
 - gain an understanding of and insight into French culture
 - encourage the personal satisfaction and enjoyment which can be gained through the experience of learning another language

- Main Topics Covered:**
- Personal Identification
 - Family and friends
 - Leisure activities
 - Travel and Tourism
 - Shopping
 - Food
 - Social interaction
 - Lifestyles
 - The World of Work

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Internal Assessment
An oral examination:	Listening Skills 30
Speaking Skills 20	Speaking Skills 20
A written examination:	Reading Skills 30
Listening Skills 30	Writing Skills 20
Reading Skills 30	
Writing Skills 20	
100	100

Careers relevant to this course
 Flight attendant, receptionist, private secretary, tour guide, travel clerk/consultant, migration officer, journalist, import/export clerk, social worker, translator, hospitality industry, teacher, marketing manager, advertising, speech pathologist and many more.
 Some universities now award Bonus Points for having studied a foreign language in Years 11 and/or 12 eg. University of NSW has introduced bonus points for language study in the Senior School for entry to all Faculty of Arts and Social Sciences Programs. For more information on this contact Mrs Nelson, the Careers Adviser or the University website

Course Fees: \$35.00 per year – TBC

Contact: Mrs Nelson or Mrs Teo

Geography

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: Nil

Course Description

The Preliminary course draws on contemporary developments in biophysical and human geography and refines students' knowledge and understanding about the spatial and ecological dimensions of geography. It uses enquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of enquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers' contribution to understanding our environment, and demonstrates the relevance of geographical study.

In the past, many of our students have found Geography and Economics to be a good combination, and Geography will now also combine well with Earth and Environmental Science.

Main Topics Covered

Preliminary Course

Biophysical Interactions	45% of course time
Global Challenges	45% of course time
Senior Geography Project	10% of course time

HSC Course

Ecosystems at Risk	33% of course time
Urban Places	33% of course time
People and Resource Use	33% of course time

Particular Course Requirements

Suits all students. The preliminary course includes a research project. The topic for this project is to be chosen by each student.

Assessment: HSC course only

External Assessment

A three hour written examination:

Objective response questions	20
Short-answer questions	40
Two extended response questions	40

100

Internal Assessment

Knowledge and understanding	40
Geographical tools and skills	20
Geographical inquiry and research, including fieldwork	20
Communication of geographical information, ideas and issues in appropriate forms	20

100

Careers relevant to this course

Many careers and university courses become available to students who study Geography. These include town planning, travel consultant, photographer, environmentalist, park ranger and teaching.

Course Fees: \$7.00 per year

Additional Costs: Applicable fieldwork costs

Contact: Mr Jackel or Mr Barraza

Hospitality VET



Education
Public Schools

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2019 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.

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

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

SITHCCC001	Prepare and present simple dishes
SITHCCC002	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 out of school hours events and functions. 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 - TBA Industry cost + kit rental

Consumables: \$140 per year

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>

Contact: Mrs Hunter

Indonesian Beginners

“One language sets you in a corridor for life. Two languages open every door along the way” F.Smith

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: Indonesian Continuers; Indonesian for background speakers; Malay for background speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.
*****If you missed out on studying Indonesian in Years 9 & 10 then this is the course for you!*****

Course Description

Learning to speak another language is increasingly important for effective participation in a globalised world. If you want to work in any of the fields listed below or if you just want to be able to speak another language, then this course is for you. It may also be beneficial if you intend to pursue courses in the Arts or Liberal Arts, International Studies or Social Sciences at university.

In the Preliminary course, students will develop their knowledge and understanding of Indonesian across a range of topics. These will be explored through the organic and integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Indonesian through the four skills and may study new topics or more detailed treatment of topics previously studied.

This course aims to:

- develop the skills necessary for effective communication in Indonesian
- gain an understanding of and insight into Indonesian culture
- encourage the personal satisfaction and enjoyment which can be gained through the experience of learning another language

Main Topics Covered:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Personal identification • Family and friends • Daily Routine • Shopping | <ul style="list-style-type: none"> • Food • Leisure Activities • The Aware Traveller • Traditions and Lifestyle • The World of Work |
|--|--|

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment

Internal Assessment

An oral examination:		Listening Skills	30
Speaking Skills	20	Speaking Skills	20
A written examination:		Reading Skills	30
Listening Skills	30	Writing Skills	20
Reading Skills	30		
Writing Skills	20		
	100		100

Careers relevant to this course:

Flight attendants, receptionist, private secretary, tour guide, travel clerk/consultant, migration officer, journalist, import/export clerk, social worker, translator, hospitality industry, teaching, marketing manager, advertising, speech pathologist and many more.

Some universities now award Bonus Points for having studied a foreign language in Years 11 and/or 12 eg. University of NSW has introduced bonus Points for language study in the Senior School for entry to all Faculty of Arts and Social Sciences Programs. For more information on this contact Mrs Nelson, your careers advisor or the university website.

Course Fees: \$35.00 per year – TBC

Contact: Mrs Nelson or Mrs Teo

Industrial Technology: Graphics

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: See below

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 industry focus area chosen, and an introduction to industrial processes and practices.

Exclusions: Cannot be studied together with Industrial Technology: Timber

The Focus Area: Graphics Technology

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 and Management
- Workplace Communication
- Industry Specific Content and Production

Particular Course Requirements:

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

Assessment: HSC course only

External Assessment		Internal Assessment	
A one and a half hour written examination		Industry Study	20
Major Project (product & portfolio)	40	Designing, planning and management	20
Design & Management	60	Workplace communication	10
Workplace communication production		Industry specific content	50
	100		100

Careers relevant to this course: Architect, CAD, drafting, town planning, engineering

Course Fees: \$35.00 per year to cover cost of materials

Contact: Mr Tsaccounis or Mr McLean

Industrial Technology: Timber Products and Furnishings

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: See below

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 industry focus area chosen, and an introduction to industrial processes and practices.

Exclusions: Cannot be studied together with Industrial Technology: Graphics

The Focus Area: Timber products and furniture industries

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 and Management
- Workplace Communication
- Industry Specific Content and Production

Particular Course Requirements:

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

Assessment: HSC course only

External Assessment	Internal Assessment
A one and a half hour written examination	Industry Study 20
Major Project (product & portfolio) 40	Designing, planning and management 20
Design & Management 60	Workplace communication 10
Workplace communication Production	Industry specific content 50
100	100

Careers relevant to this course : Building and construction, cabinet making, woodcraft, furniture maker, handyman, maintenance, wood machinist, arborist

Course Fees: \$80.00 per year to cover cost of materials

Contact: Mr McLean, Mr Somerfield or Mr Tsaccounis

Additional costs: Depending on student's major project

Mathematics Preliminary Standard

2 units for Preliminary

Board Developed Course Category A

Prerequisites: The course is constructed on the assumption that the students have achieved the outcomes of Stage 5 Mathematics, together with the recommended options. Students will be preparing for this course throughout Term 4 and it is expected that students will participate.

Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Standard Mathematics.

Classes: Students and parents should consider the Term 1 class placement temporary as Year 11 classes may be restructured during Term 2 following analysis of the first assessment task. The HSC pathway, either Standard 1 or Standard 2, will also be considered when structuring classes.

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.

This preliminary course leads to the Mathematics HSC Standard 2 pathway or the Mathematics HSC Standard 1 pathway and the information on this page should be read in conjunction with those course outlines.

Areas of Study

Preliminary Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Internal Assessment:

A variety of assessment tasks across all of the content of the course.

50% will assess concepts, skills and techniques

50% will assess reasoning and communication.

There are three assessment tasks in the Preliminary course.

Students and their parents are encouraged to check requirements for university entry following the decision announced by the University of Sydney in February 2016 to make Mathematics a prerequisite for over sixty of their courses. Other universities are expected to follow this lead.

Course Fees: \$7.00 per year

Contact: Mrs Kemp

Mathematics HSC Standard 2

2 units for HSC following Mathematics Preliminary Standard
Board Developed Course Category A

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes of Mathematics Preliminary Standard.

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

Course Description

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.

Areas of Study

HSC Course:

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

Assessment

The HSC examination will be based on the Mathematics Standard 2 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Year 11 course will be assumed knowledge for this examination and may be examined.

External Assessment

A written examination of 2 hours and 30 minutes duration. A reference sheet will be provided, NESA approved calculators, a pair of compasses and a protractor may be used.

100

Internal assessment

A variety of assessment tasks across all of the content of the course.

50% will assess understanding, fluency and communication.

50% will assess problem solving, reasoning and justification.

There are four assessment tasks in the HSC course.

100

Course Fees: \$7.00 per year

Contact: Mrs Kemp

Mathematics HSC Standard 1

2 units for HSC following Mathematics Preliminary Standard Board Developed Course Category B	
Prerequisites: The Mathematics Standard 1 course assumes students have experienced all of the content of the Mathematics Preliminary Standard syllabus. Students currently in 10M ₆ and some from 10M ₅ may find this course suitable when they reach Year 12.	
Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Standard Mathematics 1.	
Course Description 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.	
Areas of Study HSC Course: <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis • Networks 	
Assessment The HSC examination will be based on the Mathematics Standard 1 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Year 11 course will be content notated by \diamond will be assumed knowledge for this examination and may be examined.	
External Assessment	Internal assessment
Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. Should a student seek an Australian Tertiary Admission Rank (ATAR), the examination mark may be used by the Universities Admission Centre (UAC) to contribute to the calculation of the ATAR. The examination will consist of a written paper. The time allowed is 2 hours plus 5 minutes reading time. A reference sheet including appropriate formulae will be provided. NESA approved calculators, a pair of compasses and a protractor may be used.	There will be four assessment tasks in the HSC course. 50% will examine understanding, fluency and communication 50% will examine problem solving, reasoning and justification. The tasks will be of examination and investigation style.
100	100

Course Fees: \$7.00 per year

Contact: Mrs Kemp

Mathematics

2 units for each of Preliminary and HSC
Board Developed Course Category A

Prerequisites: The course is constructed on the assumption that students have achieved a high level of competence in the outcomes of the Mathematics course for Stage 5. Students who have followed the 5.2 Pathway in 10M2, 10M3 & 10M4 must apply for entry to this course. Strong final results in 2018 (Grade A10 or A9, B8 or B7) and a Grade A or B in the recent Half Yearly report will be expected for the Mathematics course.

Classes: Students and parents should consider the Term 1 class placement temporary as Year 11 classes may be restructured during Term 2 following analysis of the first assessment task.

Course Description: The Mathematics Advanced course provides opportunities for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The concepts and techniques of differential and integral calculus form a strong basis of the course, and are developed and used across the course, through a range of applications and in increasing complexity.

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Main Topics Covered

Preliminary Course

- Working with functions
- Trigonometry and measure of angles
- Trigonometric functions and identities
- Introduction to differentiation
- Logarithms and exponentials
- Probability and discrete probability distributions

HSC Course:

- Graphing techniques
- Trigonometric functions and graphs
- Differential calculus
- The second derivative
- Integral calculus
- Modelling financial situations
- Descriptive statistics and bivariate data analysis
- Random variables

Assessment: The Mathematics Advanced examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

External Assessment

More information will be provided as it is made available by NESA.

Internal assessment

There will be three assessment tasks in Year 11 and four assessment tasks in Year 12.
50% will examine understanding, fluency and communication
50% will examine problem solving, reasoning and justification.
The tasks will be of examination and investigation style.

100

100

Students and their parents are encouraged to check requirements for university entry following the decision announced by the University of Sydney in February 2016 to make Mathematics a prerequisite for over sixty of their courses. Other universities are expected to follow this lead.

Course Fees: \$7.00 per year

Contact: Mrs Kemp

Mathematics Preliminary Extension (Mathematics HSC Extension 1)

3 units for each of Preliminary and HSC Board Developed Course Category A	
<p>Prerequisites: The course is constructed on the assumption that students have achieved the outcomes of the 5.3 Pathway in the Mathematics course for Stage 5. Students currently in 10M1 will be preparing for this course throughout Term 4 and it is expected that students will complete the recommended options during Term 4. This, in conjunction with Grade A10 or A9, will allow entry to this course.</p> <p>Classes: Students and parents should consider the Term 1 class placement temporary as Year 11 classes may be restructured during Term 2 following analysis of the first assessment task.</p>	
<p>Course Description: The Mathematics Stage 6 courses, in particular Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2, form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The introductory concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications.</p> <p>Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.</p> <p>Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>In addition to the Preliminary Mathematics course:</p> <ul style="list-style-type: none"> • Further work with functions • Polynomials • Inverse trigonometric functions • Further trigonometric identities • Rates of change • Working with combinatorics 	<p>HSC Course</p> <p>In addition to the HSC Mathematics course:</p> <ul style="list-style-type: none"> • Proof by mathematical induction • Introduction to vectors • Trigonometric equations • Further calculus skills • Applications of calculus • The binomial distribution
<p>Assessment: The Preliminary Mathematics Extension and Mathematics courses will be assumed knowledge for HSC examination and may be assessed.</p>	
<p>External Assessment</p> <p>More information will be provided as it is made available by NESA.</p>	<p>Internal assessment</p> <p>There will be three assessment tasks in Year 11 and four assessment tasks in Year 12.</p> <p>50% will examine understanding, fluency and communication</p> <p>50% will examine problem solving, reasoning and justification.</p> <p>The tasks will be of examination and investigation style.</p>
100	100

Course Fees: Nil

Contact: Mrs Kemp

Mathematics HSC Extension 2

1 unit additional to the 3 unit Extension 1 course, for the HSC only.

(Usually commences in Term 4 of Year 11)

Board Developed Course Category A

Prerequisites: The syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. The decision as to whether to attempt this course is generally made in Term 3 of Year 11. Students are encouraged to discuss this matter with their class teacher and the Head Teacher.

Course Description: The Mathematics Stage 6 courses, in particular Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2, form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The introductory concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications.

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject.

Main Topics Covered

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

- The nature of proof
- Further proof by mathematical induction
- Further work with vectors
- Introduction to complex numbers
- Using complex numbers
- Further integration
- Applications of calculus to mechanics

Assessment

HSC course only - The Mathematics Extension 1 & Mathematics courses will be assumed knowledge.

External Assessment	Internal assessment
Information will be provided as it is made available by NESA.	There will be a maximum of four assessment tasks. 50% will examine understanding, fluency and communication 50% will examine problem solving, reasoning and justification. The tasks will be of examination and investigation style.
100	100

Course Fees: Nil

Contact: Mrs Kemp

Metal and Engineering VET



Education
Public Schools

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2019 METAL and ENGINEERING 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.

Course: Metal and Engineering
Board Developed Course

2or 4 Preliminary and/or HSC units in total
Category B status 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.

MEM10105 Certificate 1 in Engineering

Units of Competency

Induction

Manufacturing, engineering and related services industries induction

Core

MEM13014A	Apply principles of occupational health and safety in the work environment
MEM104004A	Plan to undertake a routine task
MEM15024A	Apply quality procedures
MEM16007A	Work with others in a manufacturing, engineering or related environment

Electives

MEM11011B	Undertake manual handling
MEM09002B	Interpret technical drawing
MEM12023A	Perform engineering measurements
MEM12024A	Perform computations
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEM03001B	Perform manual production assembly
MEM03003B	Perform sheet and plate assembly
MEM15002A	Apply quality systems

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 manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments.

Examples of occupations in the Metal and Engineering industry

fitter	refrigeration and air	toolmaker	locksmith
machinist	conditioning mechanic	maintenance fitter	

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Metal and Engineering 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 \$ TBA PPE

Consumables: \$80.00 per year

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>

Contact: Mr Moon

Modern History

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: Nil

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

Content

Year 11

The Year 11 course comprises three sections.

- Investigating Modern History
 - Students undertake at least one option from 'The Nature of Modern History', and at least two case studies.
- Historical Investigation
- The Shaping of the Modern World
 - At least one study from 'The Shaping of the Modern World' is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946
- One 'National Studies' topic
- One 'Peace and Conflict' topic
- One 'Change in the Modern World' topic

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Internal and External Assessments

Due to changes to the current syllabus, details regarding assessments in Modern History will be advised late 2018.

Course Fee: \$7.00 per year

Contact: Mr Rogers or Mr Barraza

Music 1

2 units for each of Preliminary and HSC

Board Developed Course Category A

Prerequisites: Music mandatory course (or equivalent) ie Years 7 & 8 Music

Exclusions: Music 2

Course Description

This course is for any senior student – including those that have never studied music before. All you need is a desire to learn to play an instrument (or sing) or to improve your skill if you can already play. In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in performance, composition, musicology (the study of styles of music) and aural (listening) 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 eg rock, jazz, Australian music, technology and its influence on music, small ensembles, music of radio, film & television, an instrument and its repertoire.

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 NESAs to validate authorship of the submitted work.

Assessment: HSC course only

External Assessment	Internal Assessment
Core Performance (one piece) 10	Core performance 10
A 1 hour aural exam 30	Core composition 10
Electives	Core musicology 10
Three electives from any combination of:	Core aural 25
Performance (one piece) 20	Elective 1 15
composition (one submitted composition) 20	Elective 2 15
musicology (one <i>viva voce</i> a 10 minute spoken exam) 20	Elective 3 15
100	100

Additional Information

- In the Preliminary course all areas are studied equally, but in the HSC course students can choose to specialise in one or more areas (eg 70% of your HSC mark can be from performances)
- It is an enjoyable and worthwhile course for any student who enjoys music or for anyone who wishes to work in music related fields or as a professional musician.

Careers relevant to this course are:

Musician, recording engineer, sound mixer, music industry management, composing, teaching, film, radio, TV production, music library/shop work.

Course Fee : \$20.00 per year

Contact : Music Faculty

Personal Development Health and Physical Education

2 units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: Nil

Course Description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composition and performing and fitness choices.

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

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 30
- Factors Affecting Performance 30

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

A three hour written paper 100

Internal Assessment

Core 60

Options 40

100

100

Course Fees: \$7.00 per year

Contact: Mr Holmes

Physics

2 units for each of Preliminary and HSC
Board Developed Course Category A

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.

Modules

Preliminary Course

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

HSC Course

Core Topics

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Particular Course Requirements:

Physics is a course for students who like and perform very well in Science. To be successful in this course, students need to currently be in 10S1 or 10S2 and be capable of scoring a grade A or B in their Science Assessment.

The Preliminary and HSC course both include a depth study, which will comprise 15 hours of in-class investigation. Practical experiences should occupy a minimum of 70 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Assessment: HSC course only

External Assessment

A 3 hour written examination 100

100

Internal Assessment

Research and Report	30
Depth Study	20
Practical Task	20
Yearly Examination	30

100

Course Fees: \$7.00 per year

Contact: Mrs Vials

Science Extension

1 unit for the HSC course only
Board Developed Course Category A

Course Description

The Science Extension Stage 6 syllabus focuses on the nature, development and processes of Science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research. They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of Biology, Chemistry, Earth and Environmental Science and Physics. In doing this, students extend their knowledge of the discipline/s, conduct further analysis and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Through designing and conducting their own scientific research, initially using small data sets, students deepen and build upon their understanding of analysing and interpreting data. Students are provided with opportunities to refine and extend their skills of Working Scientifically by applying the processes to contemporary authentic scientific research, gathering and examining evidence in the form of large data set(s), modelling and critically assessing and evaluating the gathered information.

Students interrogate and refine their ideas of and about science through analysing historical cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.

The course is designed for students who have attained a high level of achievement in one or more of the Science disciplines in Year 11 and are planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level.

Modules

HSC Course

- The Foundations of Scientific Thinking
- The Scientific Research Proposal
- The Data, Evidence and Decisions
- The Scientific Research Report

Throughout the course students select and develop a research question and develop evidence based responses in the form of a Scientific Research Report that is supported by a Scientific Research Portfolio

Particular Course Requirements

This course is new for 2019 and available to students who have exhibited extensive knowledge, and outstanding achievement in the study of one or more preliminary science course (Biology, Chemistry, Investigating Science, Physics or Earth and Environmental Science). It is preferable that students are studying a combination of these.

Assessment: HSC course only

External Assessment	Internal Assessment
TBA	TBA

Course Fees: Nil

Contact: Mrs Vials

Sport Coaching VET



Education
Public Schools

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2019 SPORT COACHING COURSE DESCRIPTIONS

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

Course: Sport Coaching 4 Preliminary and/or HSC units in total
Board Endorsed Course. Does not contribute to the Australian Tertiary Admission Rank (ATAR)

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

SIS20513 Certificate II in Sport Coaching

Units of Competency

Core

BSBWOR202A	Organise and complete daily work activities
SISSSCO101	Develop and update knowledge of coaching practices
SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills
SISSSDE201	Communicate effectively with others in a sport environment
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
SISXIND211	Develop and update sport, fitness and recreation industry knowledge
SISXWHS101	Follow work health and safety policies
HLTAID003	Provide first aid (to be delivered by an external RTO)

Electives

SISBSB201A	Teach fundamental basketball skills
SISSSOF202	Officiate games or competitions
SISSSOF101	Develop and update officiating knowledge
SISSSPT201A	Implement sports injury prevention
SISATH201A	Teach the fundamental skills of athletics
SISNTB204A	Teach foundation netball skills OR
SISRGL204A	Teach the skills of rugby league for modified games

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	Sports Official
Assistant Coach	Sports Event Manager
Sport Administration Officer	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 \$20.00

Consumables: \$ 100.00

Other: TBA First Aid

The First Aid certificate is delivered by an external RTO

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>

Contact: Mr Holmes

Textiles & Design

2.units for each of Preliminary and HSC

Board Developed Course Category A

Exclusions: Nil

Course Description

This course is designed to enable students to understand and appreciate the nature and significance of textiles to develop confidence and competence in the selection, design, manufacture and application of textile items. This is a creative practical based course that has an emphasis on project work and students emulate an understanding of textiles through designing, planning and manufacturing a major textile project. In the preliminary course students will complete two projects, and in the HSC course they will concentrate solely on their major textile project.

Main Topics Covered

Preliminary Course

- Design including a textile project 40
- Properties and Performance of Textiles including a textile project 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 externally marked 50

Assessment and Reporting

The Preliminary results will be based on:

- an assessment mark produced from a range of assessment tasks that includes two textile practical projects
- a written examination

The HSC results will be based on :

- an assessment mark submitted by the school using a range of tasks to assess skills and knowledge in:
 - design
 - properties and performance of textiles
 - Australian textile, clothing, footwear & allied Industries
- an external examination which includes a -
 - Written paper – (50%)
 - Submission of a major textile project – (50%)

Careers relevant to this course

The Textiles & Design course provides pathways into further education and training or employment in textile related fields, allowing students to positively contribute to industry and society e.g. interior design, fashion design, marketing stage and costume design, fashion illustration, millinery, teaching.

Course Fees: Year 11 - \$65.00
Year 12 - \$60.00

Contact: The Home Economics Faculty

Visual Arts

2 units for each of Preliminary and HSC
Board Developed Course Category A

Course Description

Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Main Topics Covered

Preliminary Course learning opportunities focus on:

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the art world
- The frames and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:

- How students may develop their own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the art world
- How students may further develop meaning and focus in their work.

Particular Course Requirements

Preliminary Course

- artworks in at least 2 forms and use of a process diary (2D and 3D or 4D)
- a broad investigation of ideas in art criticism and art history

HSC Course

- development of a body of work and use of a process diary
- a minimum of 5 Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

Assessment : HSC course only

External Assessment		Internal Assessment	
A written paper	50	Development of the body of work (Practical)	50
Submission of a body of work (Practical)	50	Art criticism and art history	50
100		100	

Careers relevant to this course: Graphic design, interior design, industrial design, architecture, urban planning, illustration, layout design, animation, ceramic design, fashion design, teaching, printing industries, film and video, desk top publishing.

Course Fees: Year 11 - \$60.00
Year 12 - \$70.00

Contact: Visual Arts faculty

Additional cost may be incurred depending on project chosen

Content or Board Endorsed Courses

Count towards an HSC but not towards an ATAR

English Studies

Students must seek approval from Head Teacher English to attempt this course.

2 units for each of Preliminary and HSC

Content Endorsed Course – Category B Counts towards an HSC but not towards an ATAR

The non-ATAR course in English Studies is suitable for those students who find English difficult.

Exclusions: Students may not study any other Stage 6 English course in senior school.

Notes: Students studying English Studies may elect to undertake an optional HSC examination. Should a student seek an Australian Tertiary Admission Rank (ATAR), the examination mark will be used by the Universities Admissions Centre (UAC) to calculate the ATAR. Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.

English Studies is currently a Content Endorsed Course (CEC). The Universities Admissions Centre (UAC) does not include CEC courses in ATAR calculations. Under the new syllabus, English Studies is a Board Developed Course. NESA have included a Common Module and will offer an exam with common content. These are all the requirements UAC expect for a course to be included in an ATAR calculation. The current UAC guide for Year 10 2017, does not reflect this information. NESA is aware of this and is taking steps to clarify the confusion. English Studies, under the new syllabus, meets all of UAC's requirements to be included in an ATAR calculation.

It is crucial to focus on the core information that Year 10 students with university aspirations need. Advanced, Standard and EAL/D are university preparation courses. If a student has a plan to apply to UAC for entry into a university course, Advanced or Standard are the courses they should be selecting. The optional exam in English Studies will meet the needs of a very limited number of students. English Studies is more appropriate as a work and TAFE readiness course.

Please be advised that the Head Teacher - English will speak to all of those students for whom this course has been designed. The Standard English course is significantly more difficult. This course is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. The course provides students who do not wish to attend university the opportunity to become more confident and effective communicators.

Course Description

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.

Main Topics Covered

Preliminary Course: The course has two sections

1. Mandatory Module

Achieving in English – English in Education, Work and Community

2. Modules (2-4 modules to be studied – 20 hour or 40 hour courses)

Modules include: We are Australians: English in citizenship, community and cultural identity; Telling us all about it: English and the media; On the road: English and the experience of travel; Digital Worlds: English and the Web; Playing the Game: English in sport; MiTunes and Text: English and the language of song; Local Heroes: English and community life; Part of a Family: English and family life; Discovery and Investigations: English and the sciences; In the Marketplace: English and the world of business; The Big Screen: English in filmmaking; Who do I think I am?: English and the self; Landscapes of the Mind: English and the creative arts; The Way we Were: English for exploring our past.

HSC Course: The course has two sections:

1. **Common Module: Texts and Human Experiences.** Students deepen their understanding of how texts represent individual and collective human experiences.

2. **Modules: 2-4 modules to be studied** – selected from the above list. No module is to be repeated in Year 12.

Particular Course Requirements

Preliminary English Studies course students are required to:

In Year 11 students are required to: read, view, listen to and compose a wide range of texts including print and multimodal texts; study at least one substantial print text (for example a novel, biography or drama); study at least one substantial multimodal text (for example film or a television series).

Preliminary Internal Assessment: The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- minimum weighting for an individual task is 20%
- maximum weighting for an individual task is 40%
- only one task may be a formal examination

English Studies Continued

- one task must be a collection of classwork demonstrating students learning across the modules studied with a minimum weighting of 30%
- one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes.

HSC English Studies course requires:

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

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

In Year 12 students will also be required to:

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

HSC Internal Assessment:

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 20%
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- assessment of the Common Module must integrate teacher or student selected related material.

Information about the formal written examination in English Studies

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

Information about the collection of classwork in English Studies

The assessment of a collection of classwork is designed to allow students to demonstrate their learning across all of the modules studied in each year. This collection of work may include items of classwork that have been refined as a result of teacher feedback throughout the year. This work may be published in a variety of forms and media.

HSC External Assessment

Students studying English Studies **may** elect to undertake an optional HSC examination. Should a student seek an Australian Tertiary Admission Rank (ATAR), the examination mark will be used by the Universities Admissions Centre (UAC) to calculate the ATAR. Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.

English Studies HSC Examination Specifications

The HSC examination will consist of one written examination paper worth 70 marks.

The time allowed is 2 hours and 30 minutes plus 10 minutes reading time.

The paper will consist of four sections

Section I: Common Module – Texts and Human Experiences (20 marks)

There will be five to six questions:

Questions may contain short-answer and objective-response parts.

Questions will be based on stimulus and/or unseen texts related to the Common Module.

At least two items will be common to English Standard.

Section II: Common Module – Texts and Human Experiences (20 marks)

There will be one question.

The question will require a sustained response based on the candidate's prescribed text.

This questions may include stimulus and/or unseen texts.

This question will be common to English Studies, English Standard and English Advanced.

Section III: Elective Modules (15 marks)

There will be one question.

The question will require a sustained response based on one of the candidate's syllabus modules using the texts studied.

Section IV: Writing Skills (15 marks)

There will be one question.

The question will require an imaginative, persuasive, informative or reflective response to stimulus and/or unseen text.

Course Fees: \$7.00 per year

Contact: Ms Gurr

Exploring Early Childhood

2 units for each of Preliminary and HSC Content Endorsed Course - Counts towards an HSC but not towards an ATAR Exclusions: Nil	
Course Description Exploring Early Childhood at Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.	
Main Topics Covered: Preliminary Course (Year 11) Core studies <ul style="list-style-type: none"> • Part A: Pregnancy and Childbirth (15hrs) • Part B: Child Growth and development (20hrs) • Part C: Promoting Positive Behaviour (10hrs) Modules Preliminary (Year 11) and HSC Course (Year 12) The option modules can each occupy 15- 30 hours (indicative time) of study. 7 – 13 modules must be completed by end of HSC course.	
MODULES INCLUDE: <ol style="list-style-type: none"> 1. Learning experiences for Young Children 2. Play and the Developing Child 3. Starting School 4. Gender and Young Children 5. Children and Change 6. Children of Aboriginal and Torres Strait Islander Communities 7. Historical and Cultural Contexts of Childhood 8. The Children’s Services Industry 9. Young Children and the Media 10. Young Children and the Law 11. Children’s Literature 12. Food and Nutrition 13. Child Health and Safety 14. Young Children with Special Needs. 	
External Assessment	Internal Assessment
There is no external examination for Exploring Early Childhood	Methods of Assessment include: <ul style="list-style-type: none"> • Oral presentations • Examinations • Research tasks Observation reports • Essays • Practical Demonstrations
	100
Careers relevant to this course: Child care, teaching, social work, counselling, psychology, emergency services (police, nursing), nanny/au pair, child support services, early childhood sister, journalist, marketing.	

Course Fee: \$30.00 per year

Contact: The Home Economics Faculty

Additional Cost: Relevant excursions where appropriate

Marine Studies

2 units for each of Preliminary and HSC

Content Endorsed Course - Counts towards an HSC but not towards an ATAR

Exclusions: Nil

Course Description

Marine Studies provides an opportunity for the future custodians of the marine environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instil in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments. While this course is focused on oceans, it provides scope for the study of the full range of waterways.

Marine Studies provides an educational context, linked to the needs of a population based very much on its coast and waterways and which fosters links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.

Areas of Study:

All students study a core section involving the following topics:

- Marine Safety and First Aid
- The Marine Environment
- Life in the Sea
- Humans in Water
- Marine and Maritime Employment

In addition, students study optional modules which could include:

- Coastal studies
- Oceanography
- Coral Reef Ecology
- Seafood Handling/Processing
- Marine Archaeology
- Boating and Seamanship
- Anatomy and Physiology of Marine Organisms
- Local Area Study
- Personal Interest Project

Particular Course Requirements

Students will be required to do 120 hours of study in each of the Preliminary and HSC courses and study a core plus 7-8 optional modules.

External Assessment

There is no external examination for Marine Studies

Internal Assessment

Methods of assessment include tests, oral presentations, assignments, practical work

100

Course Fees: \$50.00 per year

Contact: Mrs Vials

Photography, Video and Digital Imaging

2 units for each of Preliminary and HSC

Content Endorsed Course: Counts towards an HSC but not towards an ATAR

Exclusions: Nil

Course Description

The Photography, Video and Digital Imaging course offers students the opportunity to explore contemporary artistic practice that make use of photography, video and digital imaging.

The course offers opportunities for the students to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice.

This course also offers opportunities for students to investigate the pathways in the Visual Arts and Design, Television, Film, Video, Mass Media and Multimedia.

The Photography, Video and Digital Imaging course provides an appropriate foundation for a range of post school study at University or TAFE, or vocational training in the context of the workplace.

Areas of Study:

The subject content in this course addresses traditional aspects of the field of **Wet Photography** and offers students' opportunities to explore more contemporary developments in this field and in the fields of **Video and Digital Imaging**, still and moving.

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 accomplishments.

Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Assessment: HSC course only

External Assessment	Internal Assessment	
There is no external examination for Photography, Video and Digital Imaging	Student diary and portfolio making	70
	Critical and historical studies	30
		100

Careers relevant to this course:

Photographer, Director of Photography, Graphic Design, Industrial Design, Animation, Fashion Design, Teaching, Printing Industries, Film and Video, Film and Television Camera Operator, Film and Television Editor, Cinematographer.

Course Fee: \$60.00 per year

Contact: The Visual Arts Faculty

Sport, Lifestyle and Recreation

<p>2 units for each of Preliminary and HSC Content Endorsed Course: Counts towards an HSC but not towards an ATAR Exclusions: Nil</p>	
<p>Course Description The Content Endorsed course structure enables the selection of modules that recognise and build on students' knowledge, understanding and skills developed in the Year 7-10 PDHPE course. It focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity. The course features a highly practical focus.</p> <p>This course caters for a wide range of student needs. It can assist students in developing:</p> <ul style="list-style-type: none"> • Levels of performance skill in particular sports • Skills to adopt administrative roles in community sport and recreation • Skills for coaching, training, first aid, refereeing, fitness leading <p>This course provides a sound platform for further study and may offer some credit transfer opportunities into TAFE. The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.</p>	
<p>Main Topics Offered: The modules of Sport, Lifestyle and Recreation are:</p> <ul style="list-style-type: none"> • Aquatics • Athletics • Dance • First Aid • Fitness • Games and Sports Applications (Individual and Team - 3 modules of study) 	<ul style="list-style-type: none"> • Gymnastics • Healthy Lifestyles • Outdoor Recreation • Social Perspectives of Games and Sports • Sports Administration
<p>Particular Course Requirements: Students will be required to do 120 hours of study in each of the Preliminary and HSC courses and study between 6-12 modules.</p>	
<p>External Assessment</p> <p>There is no external examination for Sport, Lifestyle and Recreation</p>	<p>Internal Assessment</p> <p>Preliminary and HSC course Internal Assessment</p>
<p>100</p>	

Course Fees: \$10.00 per year

Contact: Mr Holmes

Course	Faculty	Head Teacher	Notes	Units
Ancient History	HSIE	Mr Barnes		2
Biology	Science	Mrs Vials		2
Business Studies	HSIE	Mr Barnes		2
Chemistry	Science	Mrs Vials		2
Community & Family Studies	Home Ec	Mrs Hunter		2
Construction VET course	IA	Mr McLean	B	2
Design & Technology	IA	Mr McLean		2
Drama	English	Mrs Gurr		2
Earth and Environmental Science	Science	Mrs Vials		2
Economics	HSIE	Mr Barnes		2
Engineering Studies	IA	Mr McLean		2
English Standard	English	Mrs Gurr		2
English Studies	English	Mrs Gurr	NATAR /NBD	2
English Advanced	English	Mrs Gurr		2
English Extension	English	Mrs Gurr		1
Exploring Early Childhood	HomeEc	Mrs Hunter	NATAR /NBD	2
Food Technology	HomeEc	Mrs Hunter		2
French Beginners	Language	Mrs Savic		2
Geography	HSIE	Mr Barnes		2
Hospitality VET course	HomeEc	Mrs Hunter	B	2
Indonesian Beginners	Language	Mrs Savic		2
Industrial Technology Graphics OR Timber Products and Furnishings	IA	Mr McLean		2
Legal Studies	HSIE	Mr Barnes		2
Marine Studies	Science	Mrs Vials	NBD NATAR	2
Mathematics Preliminary Standard	Maths	Mrs Kemp		2
Mathematics HSC Standard 1	Maths	Mrs Kemp	B	2
OR HSC Standard 2	Maths	Mrs Kemp		2
Mathematics	Maths	Mrs Kemp		2
Mathematics Preliminary Extension (Mathematics HSC Extension 1)	Maths	Mrs Kemp		1
Metal & Engineering VET course	IA	Mr McLean	B	2
Modern History	HSIE	Mr Barnes		2
Music 1 OR	Music	Mrs Savic		2
Music 2				
Personal Development Health and Physical Education	PDHPE	Mr Holmes		2
Photography, Video and Digital Media (Art)	VA	Mrs Savic	NATAR	2
Physics	Science	Mrs Vials		2
Science Extension	Science	Mrs Vials		1
Sport Coaching VET course	PDHPE	Mr Holmes	B	2
Sport, Lifestyle & Recreation	PDHPE	Mr Holmes	NATAR /NBD	2
Textiles and Design	HomeEc	Mrs Hunter		2
Visual Arts	VA	Mrs Savic		2

Notes Key: **NBD** Non Board Developed Course **B** Category B **NATAR** Non ATAR

NOTE: This booklet is available on the school website www.heathcote-h.school.nsw.edu.au

Subject Selection Checklist

	Check for exclusions on selected courses
	12 units of study
	At least 6 units of Board Developed courses
	At least 3 courses of 2 units or greater
	At least 4 subjects
	A maximum of 2 units of Industrial Technology
	No more than 6 units of Science
	Minimum of 10 units of Board Developed Courses for an ATAR
	Maximum of 2 units of Category B Courses for an ATAR
	Maximum of 6 units of Content Endorsed Courses for an HSC

Do you wish to get an ATAR? **YES**
(circle one) **NO**

Subject Selection Process @ Heathcote High School

<ul style="list-style-type: none"> • Information evening for parents and students • Students and parents receive Course and Subject Information Booklet (also available on the school's website) • Students and parents consider the options, obtain advice, talk to teachers etc 	<p>Wednesday 7th August</p> <p>7.00 – 8.30pm</p>
<ul style="list-style-type: none"> • Individual students are interviewed by 2 executive staff 	<p>Tuesday 14th August</p> <p>Wednesday 15th August</p>
<ul style="list-style-type: none"> • Students log on to https://web.edval.com.au and submit their choices 	<p>closes Sunday 19th August: 6PM</p>
<ul style="list-style-type: none"> • Applications for ETVET course to Careers Adviser close. 	<p>Details to follow when available.</p>
<ul style="list-style-type: none"> • Decisions are made regarding which subjects will be available in 2018 by Executive Staff (based on student choice and use of Edval software) 	<p>During Term 3</p>
<ul style="list-style-type: none"> • Students who missed out on subject choices are informed and provided with alternatives 	<p>During Term 3</p>
<ul style="list-style-type: none"> • Students are informed of their study patterns for 2018 	<p>Early Term 4</p>

Return signed confirmation to Mr Scott – Relieving Deputy Principal by Monday 20th August 2018