



# HEATHCOTE HIGH SCHOOL

Excellence, Opportunity & Success

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Stage 6

Year 11 2022 -Year 12 2023

Course and Subject Information

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HSC Information for Year 10 Students .....	4
Parents/Caregivers.....	4
Choosing subjects .....	4
Heathcote High School - Subject Selection Process .....	6
Useful websites when planning your subject selections: .....	6
Summary of Courses on Offer .....	7
Board Developed Courses – Category A – ATAR.....	7
Board Developed Courses – Category B – ATAR.....	8
Board Endorsed/Content Endorsed Courses – Non- ATAR.....	8
Course Expenses .....	8
Glossary of Terms .....	8
Frequently Asked Questions .....	9
What advantages does the HSC give?.....	9
What are units?.....	9
What are Extension Courses? .....	9
What levels should I do?.....	9
How can I choose subjects if I don't know what I want to do after I leave school? .....	9
HSC Eligibility.....	10
How are the marks for the HSC calculated? .....	10
What is the NSW Education Standards Authority (NESA) responsible for?.....	10
What should I do if I am not going to do further study after the HSC? .....	10
What types of courses can I select?.....	10
What is the Australian Tertiary Admission Rank (ATAR) .....	11
University Entry Requirements .....	11
Study Requirements and Assessment.....	12
What if I don't get all my chosen subjects? .....	12
All My Own Work Program .....	12
Special Provisions for Students with Disabilities .....	12
Life Skills Courses .....	13
Ancient History .....	14
Biology .....	15
Business Studies .....	16
Chemistry .....	17
Community and Family Studies.....	18
Construction – VET .....	19
Drama .....	20
Earth and Environmental Science .....	21
Economics .....	22
Engineering Studies.....	23
English Standard.....	24
English Advanced .....	25

English Extension 1.....	26
Food Technology .....	27
Geography .....	28
Hospitality - VET .....	29
Indonesian Beginners .....	30
Industrial Technology: Graphics.....	31
Industrial Technology: Timber Products and Furnishings.....	32
Legal Studies.....	33
Mathematics Advanced.....	34
Mathematics Extension 1.....	35
Mathematics Extension 2 (HSC Course).....	36
Mathematics Standard (Preliminary).....	37
Mathematics Standard 2 (HSC).....	38
Mathematics Standard 1 (HSC).....	39
Modern History .....	40
Music 1 .....	41
Music 2 .....	42
Personal Development Health and Physical Education .....	43
Physics .....	44
Science Extension (HSC course) .....	45
Textiles & Design .....	46
Visual Arts.....	47
Board Endorsed Courses & Content Endorsed Courses .....	48
English Studies.....	48
Exploring Early Childhood .....	49
Manufacturing and Engineering - VET.....	50
Marine Studies .....	51
Photography, Video and Digital Imaging.....	52
Sport Coaching - VET .....	53
Sport, Lifestyle and Recreation .....	54
Vocational Education and Training Courses.....	55
Board Developed VET/EVET Category B Courses.....	55
Board Endorsed/Content Endorsed VET/EVET Courses .....	55
Australian Qualifications Framework (AQF) .....	56
Student Work Placement.....	56
Competency-based assessment.....	56
School-Based Apprenticeships and Traineeships (SBAT).....	57
What are the benefits? .....	57
Career Planning .....	58

# HSC Information for Year 10 Students

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## Parents/Caregivers

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The Higher School Certificate (HSC) is the culmination of 13 years of schooling. It is the highest educational award in New South Wales schools and is recognised internationally, providing a foundation for students entering tertiary study, vocational training or employment.

This booklet contains essential and detailed information to assist students to decide on their pattern of study for the next two years. Students will be offered a full range of subjects to cater for individual abilities, interests and goals. However, the subjects which run each year are determined by student choice, and staff availability.

Senior students are expected to:

- have a sense of responsibility towards their own education
- organise their time efficiently to ensure they are up-to-date in all subjects
- research independently
- write in a variety of ways, including essays

## Choosing subjects

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Before choosing subjects students will attend scheduled interviews with a Senior Executive member of staff, Careers Advisers or other teacher mentors. When choosing, students need to be realistic about future career choices and consider these key facts:

- **Personal interests** – This is the most important factor. There is little point in choosing a subject because it is ‘good for you’ if you have no personal interest in it. Such a decision may ultimately disadvantage you.
- **Ability** – Choose subjects best suited to your ability in which you will do well. Don’t choose courses just because of perceived scaling or because you think they will give you a better ATAR.
- **Career aspirations and needs** – Some subjects are a desirable preparation for future courses or careers. Students should consult the Careers Adviser if they are uncertain about prerequisites for University courses.
- **Gather information** – Carry out as thorough an investigation as you can to determine which courses are the best for you. The more research you do, the more informed your decisions will be.

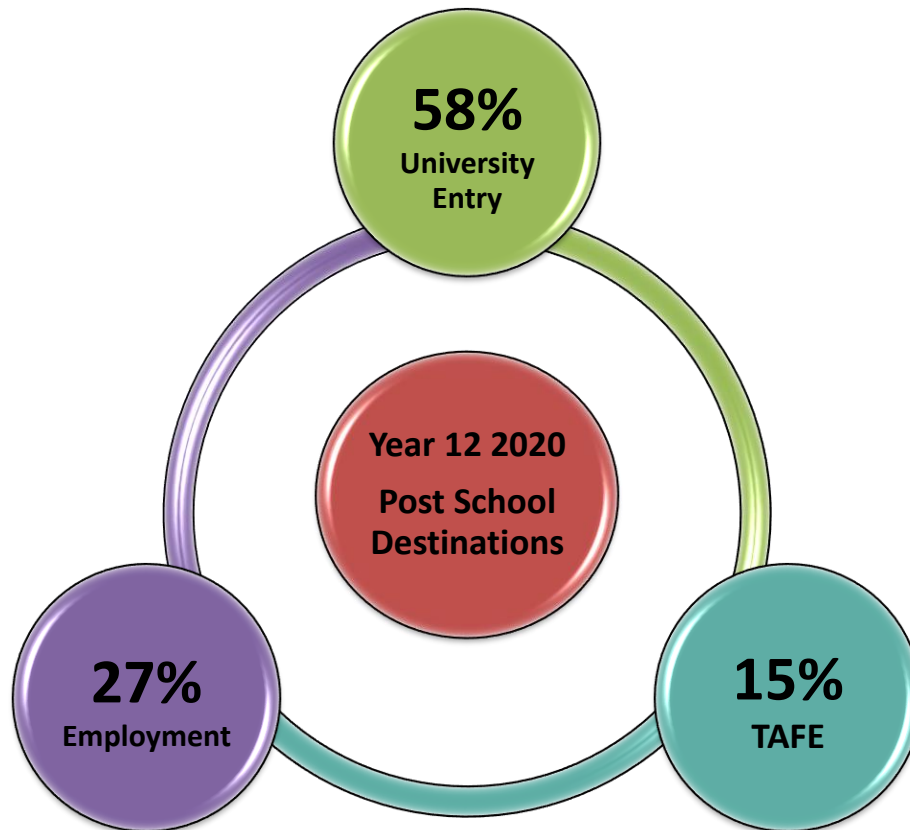
It is imperative that students listen to the advice of teachers and mentors, as previous performance may indicate the suitable course level for each student, particularly in relation to English and Mathematics. It is also recommended you talk to Head Teachers, class teachers and members of your family who can help you decide.

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

Mr S Waser  
**PRINCIPAL**

Mrs J Hunter  
**DEPUTY PRINCIPAL**

Post school destinations for Heathcote High School Year 12 students who completed their HSC in 2020:



The HSC Portfolio

Each student receives a portfolio containing the HSC testamur, the Record of Achievement and individual course reports detailing examination and assessment performance. If a student has completed a Vocational Education and Training (VET) course, a certificate for dual accreditation will also be included.



# Heathcote High School - Subject Selection Process

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This booklet will be available on the school app and website:

<https://heathcote-h.schools.nsw.gov.au>

## Term 3

- Information meeting with students to consider subject options, obtain advice, talk to teachers etc.
- Individual students are interviewed by 2 executive staff
- Students log on to <https://web.edval.com.au> and submit their preferences
- Return signed confirmation to Mrs Hunter – Deputy Principal
- Interviews for students wishing to apply for EVET courses and applications to TAFE close. Please see Mrs Trajkovski in Careers for further information.
- Students who missed out on subject choices are informed and provided with alternatives

## Term 4

- Students are advised of their study patterns for 2021

Useful websites when planning your subject selections:

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NSW Education Standards Authority (NESA): <http://educationstandards.nsw.edu.au>

University Admission Centre: <https://www.uac.edu.au/search/results?q=steps+to+uni>

TAFE: <https://tafensw.edu.au>

School Based Apprenticeship and Traineeship:

[www.sbatinnsw.info](http://www.sbatinnsw.info)

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Job Jump Website:

Subject Selection Information:

<https://jobjump.com.au/helpVideo?video=subjectSelection>

Career Information:

<https://www.jobjump.com.au/>

Password: dragon

# Summary of Courses on Offer

## Board Developed Courses – Category A – ATAR

Course	Faculty	Units
Ancient History	HSIE	2
Biology	Science	2
Business Studies	HSIE	2
Chemistry	Science	2
Community & Family Studies	Home Ec	2
Drama	English	2
Earth & Environmental Science	Science	2
Economics	HSIE	2
Engineering Studies	IA	2
English Standard	English	2
English Advanced	English	2
English Extension 1 - Must be studied with English Advanced	English	1
English Extension 2 HSC Course only. Must be studied with English Extension 1	English	1
Food Technology	Home Ec	2
French Beginners	Language	2
Geography	HSIE	2
Indonesian Beginners	Language	2
Industrial Technology    Graphics <b>OR</b> Timber Products and Furnishings	IA	2
	IA	2
Legal Studies	HSIE	2
Mathematics Standard (Prelim year) leads to: Mathematics Standard 2 (HSC year Category A) <b>OR</b> Mathematics Standard 1 (see Category B)	Maths	2
Mathematics Advanced	Maths	2
Mathematics Extension 1 - Must be studied with Mathematics Advanced	Maths	1
Mathematics Extension 2 HSC Course only. Must be studied with Mathematics Extension 1	Maths	1
Modern History	HSIE	2
Music 1 <b>OR</b>	Music	2
Music 2		
Personal Development Health and Physical Education	PDHPE	2
Physics	Science	2
Science Extension HSC Course only. Must be studied with at least one other Science course	Science	1
Textiles and Design	Home Ec	2
Visual Arts	VA	2

## Board Developed Courses – Category B – ATAR

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Course	Faculty	Units
Construction – VET course	IA	2
English Studies Must sit optional HSC exam to count towards ATAR	English	2
Hospitality - VET course	Home Ec	2
Mathematics Standard 1 (HSC year) Must sit optional HSC exam to count towards ATAR	Maths	2

## Board Endorsed/Content Endorsed Courses – Non- ATAR

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Course	Faculty	Units
Exploring Early Childhood	Home Ec	2
Marine Studies	Science	2
Manufacturing & Engineering - VET course	IA	2
Photography, Video and Digital Media (Art)	VA	2
Sport Coaching - VET course	PDHPE	2
Sport, Lifestyle & Recreation	PDHPE	2

**Note:** Further information regarding Board Developed VET and Board Endorsed courses can be found on Page 56 of this booklet.

### Course Expenses

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Most courses attract a fee which is required to be paid at the beginning of each year. These vital funds are used in all areas to assist in purchasing equipment and resources to provide a quality education for our students. If required families experiencing financial hardship may elect to pay by instalments.

Additional costs for relevant courses may include but not limited to:

- excursions
- personal protective equipment
- resources for major projects
- First Aid Certificate
- White Card training course

### Glossary of Terms

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**Preliminary:** Year 11

**HSC:** Year 12 Higher School Certificate

**NESA:** NSW Education Standards Authority

**VET Courses:** Vocational Education and Training – delivered at Heathcote High School

**EVET Courses:** Vocational Education and Training – delivered externally at TAFE

**ATAR:** Australian Tertiary Admission Rank

**RoSA:** Record of School Achievement

**UAC:** University Admission Centre

**RTO:** Registered Training Organisation

**SBAT:** School-Based Apprenticeships and Traineeships



# Frequently Asked Questions

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## What advantages does the HSC give?

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- 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

## What are units?

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All Preliminary and HSC courses have a unit value. One unit equates to approximately 60 hours per year with a mark value of 50. Most courses offered in Preliminary and HSC programs are 2 units, studied for approximately 120 hours per year and have a value of 100 marks.

Students must satisfactorily complete a minimum of 12 units of Preliminary courses studied in Year 11, before they are eligible to commence the corresponding HSC course. A minimum of 10 units must then be satisfactorily completed in Year 12 to be eligible for a HSC.

Both the Preliminary and HSC pattern of study must include:

- 2 units of a Board developed course in English. (English is the only compulsory subject and must be studied in both Preliminary and HSC courses.)
- At least 6 units of Board developed courses
- At least 3 courses of 2 units value or greater
- At least 4 subjects (including English)
- A maximum of 6 units of Science may be included in the Year 11 pattern of study
- A maximum of 7 units of Science may be included in the Year 12 pattern of study

## What are Extension Courses?

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Extension courses build on the content of a 2 unit course and carry an additional on unit value (50 marks) and mostly commence in Year 12. Extension courses may be available in English, History, Mathematics and Science.

English and Mathematics extension courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension 1 Course in these subjects before proceeding to the HSC Extension 2 Course. Extension 2 requires students to work beyond the Extension 1 standard.

There are also a number of 1 unit Board Endorsed Courses which do not count in the calculation of the ATAR.

## What levels should I do?

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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.

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

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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.

## HSC Eligibility

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To be eligible for the award of the HSC you must:

- Satisfactorily complete the Preliminary course requirements prior to commencing the corresponding HSC course
- Satisfactorily complete the pattern of study required by NESA
- Complete any prescribed practical, oral or project works required for specific courses – VET Board Developed courses require students to complete mandatory work placement
- Complete the assessment requirements for each course
- Follow the course developed or endorsed by NESA
- Apply diligence and sustained effort to the set tasks provided in the course by the school
- Achieve the minimum course outcome
- Sit for, and make a serious attempt at all assessment tasks and examinations

## How are the marks for the HSC calculated?

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The HSC mark received by each student will be a 50:50 combination of external examination and school based assessment marks.

The internal school-based assessment mark summarises the student's performance in assessment tasks set and marked by the school. This mark will be moderated by NESA using HSC exam results.

## What is the NSW Education Standards Authority (NESA) responsible for?

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In relation to the HSC, NESA is responsible for:

- developing Preliminary and HSC courses
- organising and overseeing the HSC examinations and assessments
- calculating and recording HSC marks and achievements
- issuing Higher School Certificates and Records of School Achievement to students
- giving advice to schools, employers and the public on educational issues and all matters related to the HSC

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

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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 types of courses can I select?

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### **Board Developed Courses**

Universities categorise Board Developed Courses as either:

- Category A
- Category B – includes some VET/EVET courses

These courses are developed by 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 VET 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 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**

There are two main types of Board Endorsed Courses:

- Content Endorsed Courses
- 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. Further information regarding these course types can be found at the back of this booklet.

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 HSC.

- there is no external examination for any Content Endorsed Course or School Designed Course
- all Board Endorsed Courses count towards the HSC and will appear on your RoSA
- Board Endorsed Courses do not count in the calculation of the ATAR

### **What is the Australian Tertiary Admission Rank (ATAR)**

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The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 with increments of 0.05. It [provides a measure of overall academic achievement in the HSC that assists universities in ranking applicants for university selection. Calculation of the ATAR in NSW is the responsibility of the Technical Committee on Scaling on behalf of the NSW Vice-Chancellors' Committee.

While both HSC marks and ATARs are derived from raw examination marks and moderated school assessments, they are calculated separately and are two very different measures of achievement. HSC marks provide a measure of an individual student's performance against performance bands, while the ATAR ranks students among the entire age group, ie. your rank among all 16 to 20 year olds in NSW who sit for the HSC.

Admission to most university courses is based on the performance in the HSC with applicants ranked on the basis of their ATAR. NOTE: Some universities have changed their entry requirements and have Mathematics as a prerequisite when studying Science, Technology or Mathematics related degrees. It is important that students consult with the Careers Adviser, UAC guides and universities if unsure if this may affect post schooling choices.

#### **Rules for the calculation of the ATAR**

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:

- the best two units of English and
- the best eight units from the remaining units

#### **NOTE:**

- you must satisfactorily complete English
- you may accumulate courses over a period of no more than five years
- if you repeat a course, only the last satisfactory attempt will be used in the ATAR

### **University Entry Requirements**

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The University Admission Centre (UAC) publishes a booklet each year to assist students when choosing their HSC subjects. The booklet, *'Steps to Uni for Year 10 Students (2020 edition)'* can be downloaded free of charge from the UAC's website <https://www.uac.edu.au/search/results?q=steps+to+uni>.

Universities have also introduced a Mathematics Advanced requirement (not Mathematics Standard) for many courses in order to meet requirements for admission. The change may 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 individual universities for more detailed information.

## Study Requirements and Assessment

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Preliminary studies are undertaken in Year 11 for three terms. The HSC studies, which follow, begin in Term 4 of that year and continue until the HSC examinations in October/November of the following year.

School developed assessment tasks form an integral part of both the Preliminary and HSC courses. Tasks are designed to measure performance outcomes across a wider range of objectives.

Tasks may include:

- tests
- practical activities
- reports
- written or oral assignments
- fieldwork
- projects

Teachers will inform students of:

- the types of assessment tasks
- the mark value for each task
- the due date
- the importance of the tasks in comparison to others
- when the task will be given

Assessment in Preliminary courses assesses the knowledge, skills and understanding expected to be learned by students.

### What if I don't get all my chosen subjects?

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- Lines of subject choices are formed differently each year according to the majority of student selections.
- Some students will not get all their first choices and may have to make alternative choices.
- Course won't run if too few students wish to study them.
- If two of your choices end up on the same line – adopt a resilient approach and select another subject.
- Be flexible.

## All My Own Work Program

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Completing assessment tasks honestly.

HSC: All My Own Work is a mandatory program that all students must complete before they can be entered into their Preliminary courses. The program is designed to help HSC students to follow the principles and practices of good scholarship. Students will complete the following modules:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with Others

## Special Provisions for Students with Disabilities

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NESA has a program to help students with practical support in their HSC 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.

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 HSC examinations, please discuss the matter with the Year Adviser, School Counsellor or teacher.

## Life Skills Courses

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Life Skills Courses are designed for a small percentage of students with special education needs. Life Skills Courses:

- have Board Developed status
- contribute to the attainment of the HSC
- do not have HSC examinations and therefore do not contribute to the calculation of an ATAR

# Ancient History

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> HSIE			
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$7.00 per year			
<b>Exclusions:</b> Nil					
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>					
<b>Course Content</b>					
<p><b>Preliminary Course</b></p> <p><b>The course comprises three sections.</b></p> <p><b>1. Investigating Ancient History</b></p> <p>Students undertake at least ONE of six options from 'The Nature of Ancient History'. Possible topics include:</p> <ul style="list-style-type: none"> <li>• The Representation of the Ancient Past</li> <li>• The Treatment and Display of Human Remains, or</li> <li>• Historical Authenticity and Reliability</li> </ul> <p>Students undertake at least TWO case studies, investigating aspects of the history of the ancient world using a range of sources. Possible case studies include:</p> <table border="1" data-bbox="113 1077 1471 1211"> <tr> <td> <ul style="list-style-type: none"> <li>• Tutankhamun's Tomb</li> <li>• Deir el-Medina</li> <li>• Thera</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Masada</li> <li>• The Roman Games</li> <li>• Troy</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Boudicca</li> <li>• Nineveh</li> <li>• Persepolis</li> </ul> </td> </tr> </table>			<ul style="list-style-type: none"> <li>• Tutankhamun's Tomb</li> <li>• Deir el-Medina</li> <li>• Thera</li> </ul>	<ul style="list-style-type: none"> <li>• Masada</li> <li>• The Roman Games</li> <li>• Troy</li> </ul>	<ul style="list-style-type: none"> <li>• Boudicca</li> <li>• Nineveh</li> <li>• Persepolis</li> </ul>
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<p><b>2. Features of Ancient Societies</b></p> <p>Students study at least TWO ancient societies through an investigation of: A different key feature for each society, OR one key feature across the societies selected.</p> <p>The ancient societies and key features could include:</p> <table border="1" data-bbox="113 1361 1471 1496"> <tr> <td> <ul style="list-style-type: none"> <li>• Women in Ancient Greece and Rome</li> <li>• Slavery in the Roman world</li> <li>• Art and architecture in Imperial Rome</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Weapons and warfare in Ancient China</li> <li>• Death and funerary customs in Old Kingdom Egypt</li> </ul> </td> </tr> </table>			<ul style="list-style-type: none"> <li>• Women in Ancient Greece and Rome</li> <li>• Slavery in the Roman world</li> <li>• Art and architecture in Imperial Rome</li> </ul>	<ul style="list-style-type: none"> <li>• Weapons and warfare in Ancient China</li> <li>• Death and funerary customs in Old Kingdom Egypt</li> </ul>	
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<p><b>3. Historical Investigation</b></p> <p>Students engage in ONE historical investigation through which they further develop their skills. It is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process.</p>					
<p><b>HSC Course</b></p> <p><b>The course comprises four sections.</b></p> <ul style="list-style-type: none"> <li>• Core Study: Cities of Vesuvius – Pompeii and Herculaneum</li> <li>• ONC Ancient Societies topic – eg Persian society at the time of Darius and Xerxes</li> <li>• ONE Personalities in the times topic – eg Xerxes</li> <li>• ONE Historical Periods topic – e.g. The Greek World 500 – 440 BC</li> </ul>					
<b>HSC Assessment</b>					
<p><b>Internal Assessment</b></p> <p>Combination of research investigations and a Trial HSC examination.</p>		<p><b>External Assessment</b></p> <p>Three hour written examination.</p>			

# Biology

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Science
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$15.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
<p><b>Course Requirements</b></p> <p>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.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Cells as the Basis of Life</li> <li>• Organisation of Living Things</li> <li>• Biological Diversity</li> <li>• Ecosystem Dynamics</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Heredity</li> <li>• Genetic Change</li> <li>• Infectious Disease</li> <li>• Non-infectious Disease and Disorders</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Depth Study</li> <li>• Practical Task</li> <li>• Trial HSC examination.</li> </ul>	<p><b>External Assessment</b></p> <p>Three hour written examination.</p>	

# Business Studies

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> HSIE
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$7.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>Business Studies investigates the role, operation and management of businesses within our society.</p> <p>The Preliminary Course focuses on the skills and knowledge required to establish a small business. Students are required to complete a major research assignment in Year 11 where they will investigate the management and operation of a small business in our community.</p> <p>Business Studies is useful and interesting for all students. Students are provided with the opportunity to bridge the gap between school and work and to develop a range of business-related skills, including research, analysis, problem-solving, decision-making, critical thinking and communication.</p> <p>Students considering tertiary studies in business, commerce, law, accountancy or economics, will find Business Studies especially useful if it is also combined with Economics and/or Legal Studies.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Nature of Business</li> <li>• Business Management</li> <li>• Business Planning</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Operations</li> <li>• Finance</li> <li>• Human Resources</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Stimulus-based skills</li> <li>• Inquiry and research</li> <li>• Communication of business information, ideas and issues in appropriate written form</li> </ul>	<p><b>External Assessment</b></p> <p>Three hour written examination.</p>	



# Chemistry

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Science
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$40.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
<p><b>Course Requirements</b></p> <p>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.</p> <p>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.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Properties and Structure of Matter</li> <li>• Introduction to Quantitative Chemistry</li> <li>• Reactive Chemistry</li> <li>• Drivers of Reactions</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Equilibrium and Acid Reactions</li> <li>• Acid/Base Reactions</li> <li>• Organic Chemistry</li> <li>• Applying Chemical Ideas</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Research and Report</li> <li>• Depth Study</li> <li>• Practical Task</li> <li>• Trial HSC examination.</li> </ul>	<p><b>External Assessment</b></p> <p>Three hour written examination.</p>	

# Community and Family Studies

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Home Economics
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$20.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b>            Family &amp; 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 and address contemporary issues facing families and communities. It is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.</p> <p>As students develop into young adults they are faced by challenges of increasing complexity and there is a range of strong influences on the decisions they make. Community and Family Studies develops students' knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Resource Management</li> <li>• Individuals and Groups</li> <li>• Families and Communities</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Research Methodology and skills culminating in the production of an Independent Research Project</li> <li>• Groups in Context</li> <li>• Parenting and Caring</li> </ul> <p><b>HSC Option Module</b></p> <ul style="list-style-type: none"> <li>• Social Impact of Technology: The impact of evolving technologies on individuals and lifestyle.</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b>            Using a range of tasks to assess skills and knowledge on the topics studied.</p>	<p><b>External Assessment</b>            Three hour written examination.</p>	

# Construction – VET



Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2022 CONSTRUCTION COURSE DESCRIPTION

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

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Industrial Arts
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<b>Board Developed:</b> Yes	<b>Category:</b> B
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**Cost:** \$80.00  
**Additional Costs:** Students may also need to purchase other materials or equipment externally or through the school depending on individual project requirements.

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

**Course Details**  
**CPC20211 Certificate II in Construction Pathways \***  
**Based on Construction, Plumbing and Services Training Package Version Release 5 (CPC08 v9.8)**  
 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.  
 A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

<u>Mandatory Units of Competency</u>	<u>Additional units required to attain a HSC credential in this course</u>
CPCCCM1012A Work effectively and sustainably in the construction Industry	CPCCCM2006B Apply basic levelling procedures
CPCCCM1013A Plan and organise work	CPCCWHS1001 Prepare to work safely in the construction industry.
CPCCCM1014A Conduct workplace communication	The construction induction certificate (CIC or white card) will be issued by SafeWork NSW upon provision of evidence from an RTO that this competence has been achieved. This will allow student access to construction sites across Australia for work purposes.
CPCCCM1015A Carry out measurements and calculations	<b>Students may apply for Recognition of Prior Learning and/or Credit Transfer provided suitable evidence is submitted.</b>
CPCCCM2001A Read and interpret plans and specifications	<i>* NB advice provided is based on existing NESA course information, however qualification CPC20220 Certificate II in Construction Pathways will be delivered, subject to NESA approval</i>
CPCCCM2005B Use construction tools and equipment	
CPCCWHS1001 Prepare to work safely in the construction industry	
CPCCOHS2001A Apply OHS requirements, policies and procedures in construction industry	
<b>Electives</b>	
CPCCJN2001A Assemble components	
CPCCWF2001A Handle wall and floor tiling materials	
CPCCWF2002A Use wall and floor tiling tools and equipment	
CPCCCA2011A Handle carpentry materials	
CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground	
CPCCCO2013A Carry out concreting to simple form	

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

**Examples of occupations in the construction industry:**  
 Building, bricklaying, concreting, carpentry, shop fitting, joinery

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

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

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

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

# Drama

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> English
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$50.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>		
<p><b>Course Requirements</b></p> <p>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.</p> <p>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.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Improvisation, Playbuilding, Acting</li> <li>• Elements of Production in Performance</li> <li>• Theatrical Traditions and Performance Styles</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Australian Drama and Theatre</li> <li>• Studies in Drama and Theatre</li> <li>• Group Performance (Compulsory)</li> <li>• Individual Project (Choice of Options)</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <p>A variety of assessment tasks which may include:</p> <ul style="list-style-type: none"> <li>• log book</li> <li>• portfolio</li> <li>• individual and group performance</li> <li>• critical extended response</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <ul style="list-style-type: none"> <li>• A one and a half hour written examination.</li> <li>• Group Performance</li> <li>• Individual Project</li> </ul>	

# Earth and Environmental Science

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Science
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$7.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>		
<p><b>Course Requirements</b></p> <p>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.</p> <p>Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Module 1 Earth's Resources</li> <li>• Module 2 Plate Tectonics</li> <li>• Module 3 Energy Transformations</li> <li>• Module 4 Human Impacts</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Module 5 Earth's Processes</li> <li>• Module 6 Hazards</li> <li>• Module 7 Climate Science</li> <li>• Module 8 Resource Management</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Depth Study</li> <li>• Practical Task</li> <li>• Trial HSC examination.</li> </ul>	<p><b>External Assessment</b></p> <p>Three hour written examination.</p>	

# Economics

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> HSIE
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$7.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b> 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.</p> <p>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.</p> <p>Economics is very valuable to any student who plans to study business, commerce, accountancy or law at TAFE or university.</p>		
<p><b>Course Requirements</b> Suits all students especially those planning university studies. It is not necessary to have studied Commerce in the junior school.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Introduction to Economics</li> <li>• Consumers and Business Economics</li> <li>• Markets</li> <li>• Labour Markets</li> <li>• Financial Markets</li> <li>• Government in the Economy</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• The Global Economy</li> <li>• Australia's Place in the Global Economy</li> <li>• Economic Issues</li> <li>• Economic Policies and Management</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Stimulus-based skills</li> <li>• Inquiry and research</li> <li>• Communication of economic information, ideas and issues in appropriate form</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>Three hour written examination.</p>	

# Engineering Studies

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Industrial Arts
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$30.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>		
<p><b>Course Requirements</b></p> <p>Students develop a component of an engineering report from Engineered Products. Two full engineering reports are required in both Year 11 and Year 12.</p> <p>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.</p>		
<b>Course Content</b>		
<p>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:</p> <ul style="list-style-type: none"> <li>• engineering fundamentals</li> <li>• engineered products</li> <li>• braking systems</li> <li>• bio-engineering</li> <li>• civil structures</li> <li>• personal and public transport</li> <li>• aeronautical engineering</li> <li>• telecommunications</li> </ul> <p>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.</p>		
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Engineering Reports</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>Three hour written examination.</p>	

# English Standard

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> English
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$7.00 per year
<b>Exclusions:</b> English Advanced, English Studies, ESL, Extension English		
<p><b>Course Description</b></p> <p>In the Preliminary English (Standard) course students explore the ways events, experiences, ideas and processes are represented in and through texts.</p> <p>In the HSC English (Standard) course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.</p> <p><b>English (Standard)</b> 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.</p> <p>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.</p>		
<p><b>Course Requirements</b></p> <p>There are no prescribed texts for Year 11. The course requires students to support their study of texts with their own wide reading from a range of different types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <p>The course has two sections:</p> <p><b>1. Common Module</b></p> <p>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.</p> <p><b>2. Modules</b></p> <ul style="list-style-type: none"> <li>• Module A: Contemporary Possibilities</li> <li>• Module B: Close Study of Literature</li> </ul>	<p><b>HSC Course</b></p> <p>The course has two sections:</p> <p><b>1. Common Module</b></p> <p>Texts and Human Experiences</p> <p><b>2. Modules</b></p> <ul style="list-style-type: none"> <li>• Module A: Language, Identity and Culture</li> <li>• Module B: Close Study of Literature</li> <li>• Module C: The Craft of Writing</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <p>Maximum of four assessments.</p> <ul style="list-style-type: none"> <li>• A maximum of one assessment may be a formal written examination.</li> <li>• One task must focus on Module C: The Craft of Writing</li> <li>• One task must be a multimodal task.</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>Two examination papers:</p> <p><b>Paper 1: Common Module – Texts and Human Experiences</b></p> <p>A one and a half hour written examination.</p> <p><b>Paper 2: Modules</b></p> <p>A two hour written examination.</p>	



# English Advanced

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> English
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$7.00 per year
<b>Exclusions:</b> English Standard, English Studies, ESL		
<p><b>Course Description</b></p> <p>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.</p> <p>In the HSC English (Advanced) course students analyse and evaluate texts and the ways they are valued in their contexts.</p> <p>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.</p> <p>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.</p>		
<p><b>Course Requirements</b></p> <p>Students must seek approval from the Head Teacher English to attempt this course.</p> <p>There are no prescribed texts for Year 11. The course requires students to support their study of texts with their own wide reading from a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <p>The course has two sections:</p> <ol style="list-style-type: none"> <li><b>Common Module</b> <ul style="list-style-type: none"> <li>Reading to Write: Transition to Senior English</li> </ul> </li> <li><b>Modules</b> <ul style="list-style-type: none"> <li>Module A: Narratives that Shape our World</li> <li>Module B: Critical Study of Literature</li> </ul> </li> </ol> <p>Throughout Year 11, students are expected to read widely in preparation for the HSC.</p>	<p><b>HSC Course</b></p> <p>The course has two sections:</p> <ol style="list-style-type: none"> <li><b>Common Module</b> <ul style="list-style-type: none"> <li>Texts and Human Experiences</li> </ul> </li> <li><b>Modules</b> <ul style="list-style-type: none"> <li>Module A – Textual Conversations</li> <li>Module B – Critical Study of Literature</li> <li>Module C – The Craft of Writing.</li> </ul> </li> </ol>	
<p><b>HSC Assessment</b></p> <p>Students are required to closely study four prescribed texts, one drawn from the following categories:</p> <ul style="list-style-type: none"> <li>Shakespearean drama</li> <li>prose fiction</li> <li>poetry OR drama</li> </ul> <p>The remaining texts 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.</p> <p>Students must study one related text in the Common Module: Texts and Human Experiences.</p>		
<p><b>Internal Assessment</b></p> <p>Maximum of four assessments.</p> <ul style="list-style-type: none"> <li>A maximum of one assessment may be a formal written examination.</li> <li>One task must focus on Module C: The Craft of Writing</li> <li>One task must be a multimodal task.</li> <li>Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>Two examination papers:</p> <p><b>Paper 1: Common Module – Texts and Human Experiences</b> A one and a half hour written examination.</p> <p><b>Paper 2: Modules</b> A two hour written examination.</p>	

# English Extension 1

<b>Number of Units:</b> 1 unit	<b>ATAR:</b> Yes	<b>Faculty:</b> English
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> Nil
<b>Exclusions:</b> English Standard, English Studies, ESL		
<p><b>Course requirements</b>            Students must seek approval from the Head Teacher English to attempt this course.</p> <p>Acceptance and completion of the English Advanced Course is a prerequisite for HSC Extension 1 and 2.</p> <p>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.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b>            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.</p> <p>Students undertaking the Preliminary English (Extension) course must complete one mandatory module and a related project:</p> <p><b>Module: Texts, Culture and Value</b>            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.</p> <p><b>Related Project</b>            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.</p>	<p><b>HSC Course</b>            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.</p> <p>Students undertaking the HSC English (Extension) course must complete the common module and one elective:</p> <p><b>Common module: Literary Worlds</b>  <b>Electives:</b> Literary Homelands; Worlds of Upheaval; Reimagined Worlds; Literary Mindscapes; and Intersecting Worlds.</p>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• three assessment tasks</li> <li>• only one task may be a formal written examination</li> <li>• one task must be a creative response</li> <li>• at least one task must integrate student selected related material</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b>            A two hour written examination consisting of two sections:</p> <p><b>Section I – Common Module</b>  <b>Section II – Elective</b></p>	


# Food Technology

<b>Number of Units:</b> 2 units	ATAR: Yes	<b>Faculty:</b> Home Economics
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$100.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>The Stage 6 Food Technology course is diverse with a range of hands on experiences that provide students with the opportunity to develop broad knowledge and understanding about nutrition, diet and health in Australia, food availability and selection.</p> <p>Students investigate the Australian Food Industry, the production, processing, packaging, storage and distribution of food and the marketing of food products. Students will become informed about the nutritional status of foods and appreciate the inter-relationships between the food system, society and the environment. Practical skills in developing, experimenting, planning, preparing and presenting food are integrated throughout the course.</p> <p>The course provides the foundation knowledge and skills required to enter a vast array of tertiary courses as well as supporting a range of careers.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Food Availability and Selection</li> <li>• Food Quality</li> <li>• Nutrition</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• The Australian Food Industry</li> <li>• Food Manufacture</li> <li>• Food Product Development</li> <li>• Contemporary Nutrition Issues</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment mark using a range of assessment tasks.</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>Three hour written examination.</p>	

# Geography

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> HSIE
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Exclusions:</b> Nil
<b>Cost:</b> \$7.00 per year plus applicable fieldwork costs.		
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p> <p>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.</p>		
<p><b>Course Requirements</b></p> <p>Suits all students. The preliminary course includes a research project. The topic for this project is to be chosen by each student.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Biophysical Interactions</li> <li>• Global Challenges</li> <li>• Senior Geography Project</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Ecosystems at Risk</li> <li>• Urban Places</li> <li>• People and Resource Use</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Geographical tools and skills</li> <li>• Geographical inquiry and research, including fieldwork</li> <li>• Communication of geographical information, ideas and issues in appropriate form</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>Three hour written examination.</p>	

# Hospitality - VET

 <b>Public Schools NSW, Ultimo Registered Training Organisation 90072</b> <b>VOCATIONAL EDUCATION and TRAINING</b> <b>2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION</b>	
This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.	
<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes
<b>Board Developed:</b> Yes	<b>Faculty:</b> Home Economics
<b>Category:</b> B	
<b>Cost:</b> \$140.00 <b>Additional Costs:</b> Hospitality tools and uniform approx. \$150.00	
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website - <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	
<b>SIT20416 Certificate II in Kitchen Operations</b> <b>Based on SIT Tourism, Travel and Hospitality training package (Release 1.2)</b> 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. A school-based traineeship and apprenticeship are available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
<b>Units of Competency</b> <b>Core</b> 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	<b>Electives</b> SITHCCC002 Prepare and present simple dishes SITHCCC003 Prepare and present sandwiches SITHCCC006 Prepare appetisers and salads BSBSUS201 Participate in environmentally sustainable work practices SITXFSA002 Participate in safe food handling practices SITHIND002 Source and use information on the hospitality industry
<b>Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.</b>	
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments. <b>Examples of occupations in the hospitality industry:</b> Chef, short order cook, fast food cook <b>Mandatory HSC Course Requirements</b> 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. <b>External Assessment (optional HSC examination for ATAR purposes)</b> 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. <b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. <b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	

# Indonesian Beginners

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Language
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$35.00 per year
<p><b>Exclusions:</b> 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.</p>		
<p><b>Course Description</b>            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.</p> <p>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.</p> <p>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.</p> <p><b>This course aims to:</b></p> <ul style="list-style-type: none"> <li>• develop the skills necessary for effective communication in Indonesian</li> <li>• gain an understanding of and insight into Indonesian culture</li> <li>• encourage the personal satisfaction and enjoyment which can be gained through the experience of learning another language</li> </ul>		
<p><b>Course Content</b></p>		
<ul style="list-style-type: none"> <li>• Personal identification</li> <li>• Family and friends</li> <li>• Daily Routine</li> <li>• Shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Food</li> <li>• Leisure Activities</li> <li>• The Aware Traveller</li> <li>• Traditions and Lifestyle</li> <li>• The World of Work</li> </ul>	
<p><b>HSC Assessment</b></p>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Listening Skills</li> <li>• Speaking Skills</li> <li>• Reading Skills</li> <li>• Writing Skills</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>An oral examination:</p> <ul style="list-style-type: none"> <li>• Speaking Skills</li> </ul> <p>A written examination:</p> <ul style="list-style-type: none"> <li>• Listening Skills</li> <li>• Reading Skills</li> <li>• Writing Skills</li> </ul>	

# Industrial Technology: Graphics

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Industrial Arts
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$35.00 per year
<b>Exclusions:</b> IT Timber		
<p><b>Course Description</b>            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.</p> <p>The Focus Area: Graphics Technology</p>		
<p><b>Course Requirements</b>            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.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b>            The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety.</li> <li>• Design and Management – designing, drawing, computer applications, project management.</li> <li>• Workplace Communication – literacy, calculations, graphics.</li> <li>• Industry Specific Content and Production</li> </ul>	<p><b>HSC Course</b>            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:</p> <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Design and Management</li> <li>• Workplace Communication</li> <li>• Industry Specific Content and Production</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Designing, planning and management</li> <li>• Workplace communication</li> <li>• Industry specific content</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <ul style="list-style-type: none"> <li>• A one and a half hour written examination</li> <li>• Major Project (product &amp; portfolio)</li> </ul>	

# Industrial Technology: Timber Products and Furnishings

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Industrial Arts
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Exclusions:</b> IT Graphics
<p><b>Cost:</b> \$80.00 per year. Students may also need to purchase other materials or equipment externally or through the school depending on individual project requirements.</p>		
<p><b>Course Description</b>            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.             The Focus Area: Timber products and furniture industries</p>		
<p><b>Course Requirements</b>            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.</p>		
<p><b>Course Content</b></p>		
<p><b>Preliminary Course</b>            The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety.</li> <li>• Design and Management – designing, drawing, computer applications, project management.</li> <li>• Workplace Communication – literacy, calculations, graphics.</li> <li>• Industry Specific Content and Production</li> </ul>	<p><b>HSC Course</b>            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:</p> <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Design and Management</li> <li>• Workplace Communication</li> <li>• Industry Specific Content and Production</li> </ul>	
<p><b>HSC Assessment</b></p>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Designing, planning and management</li> <li>• Workplace communication</li> <li>• Industry specific content</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <ul style="list-style-type: none"> <li>• A one and a half hour written examination</li> <li>• Major Project (product &amp; portfolio)</li> </ul>	



# Legal Studies

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> HSIE
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$7.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>The Preliminary course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, and the specific nature of the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of criminal law, justice and human rights. Two focus studies provide students the opportunity to consider how changes in society influence the individual and law reform.</p> <p>Legal Studies is a very interesting complement to the study of Business Studies, Economics, Modern History and is very effective at developing thinking skills.</p> <p>It is not necessary to have studied Commerce in the junior school.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• The legal system</li> <li>• The individual and the law</li> <li>• Law in practice</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Crime</li> <li>• Human Rights</li> <li>• Options</li> </ul> <p>Two options are chosen from Consumers, Global environmental protection, Family, Indigenous peoples, Shelter, Workplace and World Order.</p>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Knowledge &amp; Understanding</li> <li>• Inquiry &amp; Research</li> <li>• Communication of Legal Studies information, issues and ideas in appropriate forms</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>Three hour written examination.</p>	

# Mathematics Advanced

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Mathematics
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$7.00 per year
<b>Exclusions:</b> Mathematics Preliminary Standard, Mathematics HSC Standard 1 or 2		
<b>Prerequisites:</b>	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 and 10M3 <u>must</u> apply for entry to this course. Strong final results in 2020 (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 Advanced course.	
<b>Classes:</b>	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><b>Course Description</b></p> <p>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.</p> <p>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.</p> <p>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.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>Algebraic Techniques</li> <li>Working with functions</li> <li>Trigonometry and measure of angles</li> <li>Trigonometric functions and identities</li> <li>Introduction to differentiation</li> <li>Logarithms and exponentials</li> <li>Probability and discrete probability distributions</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>Graphing techniques</li> <li>Trigonometric functions and graphs</li> <li>Differential calculus</li> <li>The second derivative</li> <li>Integral calculus</li> <li>Modelling financial situations</li> <li>Descriptive statistics and bivariate data analysis</li> <li>Random variables</li> </ul>	
Students and their parents are encouraged to check requirements for university entry following the decision by some universities to make Mathematics Advanced as a prerequisite. For more information check the university websites or your UAC guide.		
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <p>Four assessments of examination and investigation style examining:</p> <ul style="list-style-type: none"> <li>understanding, fluency and communication</li> <li>problem solving, reasoning and justification</li> <li>Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>Three hour written examination.</p>	

# Mathematics Extension 1

<b>Number of Units:</b> 1 unit	<b>ATAR:</b> Yes	<b>Faculty:</b> Mathematics
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> Nil
<b>Exclusions:</b> Mathematics Preliminary Standard, Mathematics HSC Standard 1 or 2		
<b>Course Requirements:</b> Must also be studying Mathematics Advanced.		
<b>Prerequisites:</b>	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.	
<b>Classes:</b>	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><b>Course Description</b></p> <p>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>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <p>In addition to the Preliminary Advanced Mathematics course:</p> <ul style="list-style-type: none"> <li>• Further work with functions</li> <li>• Polynomials</li> <li>• Inverse trigonometric functions</li> <li>• Further trigonometric identities</li> <li>• Rates of change</li> <li>• Working with combinatorics</li> </ul>	<p><b>HSC Course</b></p> <p>In addition to the HSC Advanced Mathematics course:</p> <ul style="list-style-type: none"> <li>• Proof by mathematical induction</li> <li>• Introduction to vectors</li> <li>• Trigonometric equations</li> <li>• Further calculus skills</li> <li>• Applications of calculus</li> <li>• The binomial distribution</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <p>Four assessments of examination and investigation style examining:</p> <ul style="list-style-type: none"> <li>• understanding, fluency and communication</li> <li>• problem solving, reasoning and justification</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>A two hour written examination.</p>	

## Mathematics Extension 2 (HSC Course)

<b>Number of Units:</b> 1 unit	<b>ATAR:</b> Yes	<b>Faculty:</b> Mathematics
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> Nil
<b>Exclusions:</b> Mathematics Preliminary Standard, Mathematics HSC Standard 1 or 2		
<b>Course Requirements:</b> Must also be studying Mathematics Advanced/Mathematics Extension 1.		
<b>Prerequisites:</b> 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 Mathematics Head Teacher.		
<p><b>Course Description</b></p> <p>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 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.</p> <p>Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics in addition to a strong foundation for further study of the subject.</p>		
<p><b>Course Content</b></p> <p>The course content includes the entire Mathematics course, the entire Mathematics Extension 1 course and, in addition, contains:</p> <ul style="list-style-type: none"> <li>• The nature of proof</li> <li>• Further proof by mathematical induction</li> <li>• Further work with vectors</li> <li>• Introduction to complex numbers</li> <li>• Using complex numbers</li> <li>• Further integration</li> <li>• Applications of calculus to mechanics</li> </ul>		
<p><b>HSC Assessment</b></p> <p>The Mathematics Extension 1 and Mathematics Advanced courses will be assumed knowledge.</p>		
<p><b>Internal Assessment</b></p> <p>Four assessments of examination and investigation style examining:</p> <ul style="list-style-type: none"> <li>• understanding, fluency and communication</li> <li>• problem solving, reasoning and justification</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>Three hour written examination.</p>	

# Mathematics Standard (Preliminary)

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Mathematics
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$7.00 per year
<b>Exclusions:</b> Mathematics Advanced, Mathematics Extension 1		
<b>Prerequisites:</b>	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.	
<b>Classes:</b>	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.	
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Algebra</li> <li>• Measurement</li> <li>• Financial Mathematics</li> <li>• Statistical Analysis</li> </ul>		
Students and their parents are encouraged to check requirements for university entry following the decision by some universities to make Mathematics Advanced as a prerequisite. For more information check the university websites or your UAC guide.		
<p><b>Preliminary Assessment</b></p> <p>A variety of assessment tasks across all of the content of the course.</p> <ul style="list-style-type: none"> <li>• concepts, skills and techniques</li> <li>• reasoning and communication</li> <li>• three assessment tasks of examination and investigation style</li> </ul>		

## Mathematics Standard 2 (HSC)

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Mathematics
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$7.00 per year
<b>Exclusions:</b> Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2		
<b>Prerequisites:</b> The course is constructed on the assumption that students have achieved the outcomes of Mathematics Standard (Preliminary).		
<b>Course Description</b> 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.		
<b>Course Content</b>		
<b>HSC Course</b> <ul style="list-style-type: none"> <li>• Algebra</li> <li>• Measurement</li> <li>• Financial Mathematics</li> <li>• Statistical Analysis</li> <li>• Networks</li> </ul>		
<b>HSC Assessment</b> The HSC examination will be based on the Mathematics Standard 2 HSC course and will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Preliminary course will be assumed knowledge for this examination and may be examined.		
<b>Internal Assessment</b> Four assessment tasks of examination and investigation style examining: <ul style="list-style-type: none"> <li>• understanding, fluency and communication</li> <li>• problem solving, reasoning and justification</li> <li>• Trial HSC Examination</li> </ul>	<b>External Assessment</b> A 2 and a half hour written examination.	

# Mathematics Standard 1 (HSC)

<b>Number of Units:</b> 2 units	<b>Faculty:</b> Mathematics	<b>ATAR:</b> Yes Must sit optional HSC examination or will count towards HSC only (see note below).
<b>Board Developed:</b> Yes	<b>Category:</b> B	<b>Cost:</b> \$7.00 per year
<b>Exclusions:</b> Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2		
<b>Prerequisites:</b> The Mathematics Standard 1 course assumes students have experienced all of the content of the Mathematics Preliminary Standard syllabus. Students currently in 10M <sub>4</sub> and 10M <sub>5</sub> may find this course suitable when they reach Year 12.		
<b>ATAR Requirements</b> Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination which will be a written examination of two hours. Should a student seek an ATAR, the examination mark may be used by the UAC to contribute to the calculation of the ATAR.		
<b>Course Description</b> 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.		
<b>Course Content</b>		
<b>HSC Course</b> <ul style="list-style-type: none"> <li>• Algebra</li> <li>• Measurement</li> <li>• Financial Mathematics</li> <li>• Statistical Analysis</li> <li>• Networks</li> </ul>		
<b>HSC Assessment</b> The HSC examination will be based on the Mathematics Standard 1 HSC course and will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Preliminary course will be assumed knowledge for this examination and may be examined.		
<b>Internal Assessment</b> Four assessment tasks of examination and investigation style examining: <ul style="list-style-type: none"> <li>• understanding, fluency and communication</li> <li>• problem solving, reasoning and justification</li> </ul>	<b>External Assessment</b> Optional 2 hour written examination see ATAR* requirements.	

# Modern History

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> HSIE
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$7.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> <li>• Investigating Modern History             <ul style="list-style-type: none"> <li>- Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies.</li> </ul> </li> <li>• Historical Investigation</li> <li>• The Shaping of the Modern World             <ul style="list-style-type: none"> <li>- At least one study from ‘The Shaping of the Modern World’ is to be undertaken.</li> </ul> </li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p>	<p><b>HSC Course</b></p> <p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> <li>• Core Study: Power and Authority in the Modern World 1919–1946</li> <li>• One ‘National Studies’ topic</li> <li>• One ‘Peace and Conflict’ topic</li> <li>• One ‘Change in the Modern World’ topic</li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• A combination of research investigations and in-class tests</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>Three hour written examination.</p>	



# Music 1

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Music
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$20.00 per year
<b>Exclusions:</b> Music 2		
<b>Course Requirements:</b> Music mandatory course (or equivalent) ie Years 7 & 8 Music		
<p><b>Course Description</b>            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.</p> <p>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.</p>		
<p><b>Course Content</b>            Students study three topics in each year of the course.</p> <p>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 &amp; television, an instrument and its repertoire.</p>		
<p><b>Course requirements</b>  <b>HSC course</b>            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.</p> <p>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 NESA to validate authorship of the submitted work.</p>		
<p><b>HSC Assessment</b>            Students can choose to specialise in one or more areas (eg 70% of your HSC mark can be from performances).</p>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Core performance</li> <li>• Core composition</li> <li>• Core musicology</li> <li>• Core aural</li> <li>• Elective 1</li> <li>• Elective 2</li> <li>• Elective 3</li> <li>• Trial HSC Examination (Aural Exam)</li> </ul>	<p><b>External Assessment</b>            Core Performance (one piece)            A 1 hour aural exam</p> <p><b>Electives</b>            Three electives from any combination of:</p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Composition</li> <li>• Musicology (<i>viva voce</i> a 10 minute spoken exam)</li> </ul>	

# Music 2

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Music
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$10.00 per year
<b>Exclusions:</b> Music 1		
<b>Course Requirements:</b> Music Additional Study course (or equivalent) ie Years 9 & 10 elective		
<b>Course Description</b> Students will study the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.		
<b>Course Content</b> Students study one mandatory topic covering a range of content and one additional topic in each year of the course. In the Preliminary course the mandatory topic is Music 1600 – 1900, in the HSC course the mandatory topic is Music of the Last 25 Years (Australian focus).		
<b>Course Requirements</b> In addition to core studies in performance, composition, musicology and aural, students nominate ONE elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology 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 NESA to validate authorship of the submitted work.  All students will be required to develop a composition portfolio for the core composition.		
<b>Additional Information</b> <ul style="list-style-type: none"> <li>• This course is for students who would like to study music at a tertiary level or who see their future career paths in music eg musician, composer, teacher or who have a desire to pursue and develop a more specialised musical knowledge and skill.</li> <li>• Up to 45% or your HSC mark can be from performances.</li> <li>• In addition to Music 2, talented musicians can do the extension course in performance, composition or musicology which is 1 unit.</li> </ul>		
<b>HSC Assessment</b>		
<b>Internal Assessment</b> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Composition</li> <li>• Musicology</li> <li>• Aural</li> <li>• Elective in either:               <ul style="list-style-type: none"> <li>– Performance</li> <li>– Composition</li> <li>– Musicology</li> </ul> </li> <li>• Trial HSC Examination</li> </ul>	<b>External Assessment</b> <ul style="list-style-type: none"> <li>• A one and a half hour written examination paper</li> <li>• Core Performance (one piece reflecting the mandatory topic)</li> <li>• Sight singing</li> <li>• Core composition (reflecting mandatory topic)</li> <li>• Musicology/aural skills</li> <li>• One Elective – reflecting:               <ul style="list-style-type: none"> <li>– Additional Topic</li> <li>– Performance (2 pieces), or</li> <li>– Submitted composition, or Submitted essay</li> </ul> </li> </ul>	

# Personal Development Health and Physical Education

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> PDHPE
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$20.00 per year
<b>Exclusions:</b> Music 2		
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <p><b>Core Topics</b></p> <ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul> <p><b>Optional Components</b></p> <p>Students to select <b>two options</b> each from</p> <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul>	<p><b>HSC Course</b></p> <p><b>Core Topics</b></p> <ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <p><b>Optional Components</b></p> <p>Students to select two options each from</p> <ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Core</li> <li>• Options</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>Three hour written examination.</p>	

# Physics

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Science
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$10.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Dynamics</li> <li>• Waves and Thermodynamics</li> <li>• Electricity and Magnetism</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Advanced Mechanics</li> <li>• Electromagnetism</li> <li>• The Nature of Light</li> <li>• From the Universe to the Atom</li> </ul>	
<p><b>Course Requirements</b></p> <p>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.</p> <p>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.</p>		
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Research and Report</li> <li>• Depth Study</li> <li>• Practical Task</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>Three hour written examination.</p>	

## Science Extension (HSC course)

<b>Number of Units:</b> 1 unit	<b>ATAR:</b> Yes	<b>Faculty:</b> Science
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> Nil
<p><b>Course Requirements</b>            This course is available to students who have exhibited extensive knowledge, and outstanding achievement in the study of one or more preliminary science course. Must also be studying up to 3 other Science 2 unit courses (Biology, Chemistry, Physics or Earth and Environmental Science) with a maximum of 7 units of Science including Science Extension.</p>		
<p><b>Course Description</b>            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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
<p><b>Course Content</b></p>		
<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• The Foundations of Scientific Thinking</li> <li>• The Scientific Research Proposal</li> <li>• The Data, Evidence and Decisions</li> <li>• The Scientific Research Report</li> </ul> <p>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</p>		
<p><b>HSC Assessment</b></p>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Scientific research report</li> <li>• Statistical analysis</li> <li>• Literature review</li> </ul>	<p><b>External Assessment</b>            Two hour online examination.</p>	

# Textiles & Design

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Home Economics
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Cost:</b> \$70.00
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>Textiles and Design provides students with the opportunity to learn about design including fabric colouration, historical design, cultural design factors and contemporary designers. Students learn about fibres, yarns, fabrics, innovations and emerging textile technologies, environmental sustainability, current issues and the Australian Textile Industry. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of textile projects. Throughout Year 12 students develop a Major Textiles Project including supporting documentation. This is a practical based course that has an emphasis on project work where students emulate an understanding of textiles through designing, planning and manufacturing. In the preliminary course students will complete two projects, and in the HSC course they will concentrate solely on their major textile project.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Design including a textile project</li> <li>• Properties and Performance of Textiles including a textile project</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Properties and Performance of Textiles</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries</li> <li>• Major Textiles Project (externally marked)</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment mark using a range of assessment tasks to assess skills and knowledge in the core topics studied.</li> <li>• Trial HSC Examination.</li> </ul>	<p><b>External Assessment</b></p> <ul style="list-style-type: none"> <li>• A one and a half hour written examination</li> <li>• Submission of a Major Textile Project</li> </ul>	

# Visual Arts

<b>Number of Units:</b> 2 units	<b>ATAR:</b> Yes	<b>Faculty:</b> Visual Art
<b>Board Developed:</b> Yes	<b>Category:</b> A	<b>Exclusions:</b> Nil
<p><b>Cost:</b> \$60.00 Year 11 \$70.00 Year 12. Students may also need to purchase other materials or equipment externally or through the school depending on individual project requirements.</p>		
<p><b>Course Description</b> 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.</p> <p>The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.</p> <p>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.</p>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• The nature of practice in art making, art criticism and art history through different investigations</li> <li>• The role and function of artists' artwork, the world and audiences in the art world</li> <li>• The frames and how students might develop their own informed points of view</li> <li>• How students may develop meaning and focus and interest in their work</li> <li>• Building understandings over time through various investigations and working in different forms.</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• How students may develop their own informed points of view in increasingly more independent ways using the frames</li> <li>• How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest</li> <li>• How students may learn about the relationships between artist, artwork, world, audience within the art world</li> <li>• How students may further develop meaning and focus in their work.</li> </ul>	
<p><b>Course Requirements</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• artworks in at least 2 forms and use of a process diary (2D and 3D or 4D)</li> <li>• a broad investigation of ideas in art criticism and art history</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• development of a body of work and use of a process diary</li> <li>• a minimum of 5 Case Studies</li> <li>• deeper and more complex investigations of ideas in art criticism and art history.</li> </ul>		
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Development of the body of work (Practical)</li> <li>• Art criticism and art history.</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <ul style="list-style-type: none"> <li>• An hour and a half written paper</li> <li>• Submission of a body of work (Practical)</li> </ul>	

# Board Endorsed Courses & Content Endorsed Courses

## English Studies


<b>Number of Units:</b> 2 units	<b>Faculty:</b> English	<b>ATAR*:</b> Yes Must sit optional HSC examination or will count towards HSC only.
<b>Board Developed:</b> Yes	<b>Category:</b> B	<b>Cost:</b> \$7.00 per year
<b>Exclusions:</b> English Advanced, English Standard, English Extension 1, English Extension 2, ESL		
<p>Students must seek approval from Head Teacher English to attempt this course. It is suitable for those students who find English difficult.</p> <p><b>ATAR:*</b> Students studying English Studies may elect to undertake an optional HSC examination. Should a student seek an ATAR, the examination mark will be used by the 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.</p> <p>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. English Studies, under the new syllabus, meets all of UAC's requirements to be included in an ATAR calculation.</p> <p>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. 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.</p> <p>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.</p>		
<p><b>Course Description</b></p> <p>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 HSC but who are seeking an alternative to the English Standard course.</p>		
<p><b>Course Requirements</b></p> <p>In both Year 11 and Year 12 students are required to:</p> <ul style="list-style-type: none"> <li>• read, view, listen to and compose a wide range of texts including print and multimodal texts</li> <li>• study at least one substantial print text (for example a novel, biography or drama)</li> <li>• study at least one substantial multimodal text (for example film or a television series)</li> </ul> <p>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.</p>		
<p><b>Course Content</b></p>		
<p><b>Preliminary Course</b></p> <p>The course has two sections:</p> <p><b>Mandatory Module</b></p> <p>Achieving in English – English in Education, Work and Community</p> <p><b>Modules - 2-4 modules to be studied</b></p> <p><b>Modules include:</b></p> <ul style="list-style-type: none"> <li>• We are Australians</li> <li>• English in citizenship</li> <li>• community and cultural identity</li> <li>• On the road: English and the experience of travel</li> <li>• Digital Worlds: English and the Web</li> <li>• Playing the Game: English in sport</li> </ul>	<p><b>HSC Course</b></p> <p>The course has two sections:</p> <p><b>Common Module</b></p> <p>Texts and Human Experiences</p> <p>Students deepen their understanding of how texts represent individual and collective human experiences.</p> <p><b>Modules - 2-4 modules to be studied</b></p> <p>Selected from the Preliminary modules list. No module is to be repeated in Year 12.</p>	
<p><b>HSC Assessment</b></p>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• a maximum of four assessment tasks</li> <li>• only one task may be a formal written examination</li> <li>• one task must be a collection of classwork demonstrating student learning across the modules studied</li> <li>• assessment of the Common Module must integrate teacher or student selected related material.</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>Optional written examination see ATAR* requirements.</p>	



# Exploring Early Childhood

<b>Number of Units:</b> 2 units	<b>Faculty:</b> Home Economics	<b>ATAR:</b> No counts towards an HSC only
<b>Board Developed:</b> No – Content Endorsed Course		<b>Cost:</b> \$30.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>Exploring Early Childhood 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. Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning. The study of this course will enable students to:</p> <ul style="list-style-type: none"> <li>• develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years</li> <li>• recognise the uniqueness of all children, including those who have special needs</li> <li>• become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play</li> <li>• identify the range of services developed and provided for young children and their families</li> <li>• consider the role of family and community in the growth, development and learning of young children</li> <li>• reflect upon potential implications for themselves as adults, in relation to young children</li> <li>• understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families</li> <li>• become aware of the work opportunities available in the area of children's services.</li> </ul>		
<b>Course Content</b>		
<p><b>Preliminary Course</b></p> <p><b>Core studies</b></p> <ul style="list-style-type: none"> <li>• Part A: Pregnancy and</li> <li>• Part B: Child Growth and development</li> <li>• Part C: Promoting Positive Behaviour</li> </ul> <p><b>Modules Preliminary and HSC Courses</b></p> <p>Modules will make up the remainder of course time and can be chosen based on student interests. Examples include learning experiences for Young Children, Play and the Developing Child, Children's Literature and Young Children with Special Needs.</p>		
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• A combination of research and in class tasks</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>There is no external examination.</p>	

# Manufacturing and Engineering - VET

 <b>Public Schools NSW, Ultimo Registered Training Organisation 90072</b> <b>VOCATIONAL EDUCATION and TRAINING</b> <b>2022 MANUFACTURING and ENGINEERING - INTRODUCTION</b>	
This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.	
<b>Number of Units:</b> 2 units	<b>ATAR:</b> No counts towards an HSC only
<b>Faculty:</b> Industrial Arts	
<b>Board Developed:</b> No - Board Endorsed Course	
<b>Cost:</b> \$80.00 <b>Additional Costs:</b> Students may also need to purchase other materials or equipment externally or through the school depending on individual project requirements.	
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website - <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	
<b>Course Details</b> <b>2022 Preliminary Course</b> <b>MEM10119 Certificate I in Engineering</b> <b>Based on MEM v2 Manufacturing and Engineering (Release 2)</b> <b>2023 HSC Course</b> <b>Statement of Attainment toward MEM20413 Certificate II in Engineering Pathway</b> <b>Based on MEM05 Metal and Engineering (Release 11.1)</b> 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. A school-based traineeship and apprenticeship are available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
<b>Preliminary Course</b> Complete all: <b>Core</b> MEM13015 Work safely and effectively in manufacturing and engineering  <b>Elective</b> MEM16006 Organise and communicate information MEM11011 Undertake manual handling MEM18001 Use hand tools MEM18002 Use power tools/hand held operations MEM12024 Perform Computations MEM16008 Interact with computer technology MEM07032 Use workshop machines for basic operations	<b>HSC Course</b> Complete All: <b>Core</b> MEMPE006A Undertake a basic engineering project MEMPE005A Develop a career plan for the engineering and manufacturing industry  <b>Elective</b> MEMPE001A Use engineering workshop machines MEMPE002A Use Electric welding machines MEMPE004A Use fabrication equipment
<b>Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.</b>	
<b>Recommended Entry Requirements</b> 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. <b>Examples of occupations in the Manufacturing and Engineering industry</b> Fitter, machinist, refrigeration and air conditioning mechanic, toolmaker, maintenance fitter, locksmith  <b>Mandatory HSC Course Requirements</b> 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.  <b>External Assessment</b> There is no Higher School Certificate (HSC) examination for the Manufacturing and Engineering course.  <b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.  <b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	

# Marine Studies

<b>Number of Units:</b> 2 units	<b>Faculty:</b> Science	<b>ATAR:</b> No counts towards an HSC only
<b>Board Developed:</b> No – Content Endorsed Course		<b>Cost:</b> \$50.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>		
<p><b>Course Requirements</b></p> <p><b>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.</b></p>		
<b>Course Content</b>		
<p>All students study a core section involving the following topics:</p> <ul style="list-style-type: none"> <li>• Marine Safety and First Aid</li> <li>• The Marine Environment</li> <li>• Life in the Sea</li> <li>• Humans in Water</li> <li>• Marine and Maritime Employment</li> </ul>	<p>In addition, students study optional modules which could include:</p> <ul style="list-style-type: none"> <li>• Coastal studies</li> <li>• Oceanography</li> <li>• Coral Reef Ecology</li> <li>• Seafood Handling/Processing</li> <li>• Marine Archaeology</li> <li>• Boating and Seamanship</li> <li>• Anatomy and Physiology of Marine Organisms</li> <li>• Local Area Study</li> <li>• Personal Interest Project</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <p>Methods of assessment include:</p> <ul style="list-style-type: none"> <li>• tests</li> <li>• oral presentations</li> <li>• assignments</li> <li>• practical work</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>There is no external examination.</p>	

# Photography, Video and Digital Imaging

<b>Number of Units:</b> 2 units	<b>Faculty:</b> Visual Arts	<b>ATAR:</b> No counts towards an HSC only
<b>Board Developed:</b> No – Content Endorsed Course		<b>Cost:</b> \$60.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p> <p>This course also offers opportunities for students to investigate the pathways in the Visual Arts and Design, Television, Film, Video, Mass Media and Multimedia.</p> <p>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.</p>		
<b>Course Content</b>		
<p>The subject content in this course addresses traditional aspects of the field of <b>Wet Photography</b> and offers students’ opportunities to explore more contemporary developments in this field and in the fields of Video and Digital Imaging, still and moving.</p> <p>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.</p> <p>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.</p>		
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• Student diary and portfolio making</li> <li>• Critical and historical studies</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>There is no external examination.</p>	

# Sport Coaching - VET



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2022 SPORT COACHING COURSE DESCRIPTION

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

**Number of Units:** 2 units

**ATAR:** No counts towards an HSC only

**Faculty:** PDHPE

**Board Developed:** No - Board Endorsed Course

**Cost:** \$40.00

**Additional Costs:** First Aid certificate approx. \$75.00

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

## Course Details

### SIS30519 Certificate III in Sport Coaching

#### Based on the Sport, Fitness and Recreation Training Package Version 1.0 (SIS v4.1)

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.

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

#### Units of Competency

##### Core

HLTWHS001	Participate in workplace health and safety
SISSSCO002	Work in a community coaching role
SISSSCO005	Continuously improve coaching skills and knowledge
SISSSCO003	Meet participant coaching needs
BSBRK401	Identify risk and apply risk management procedures
HLTAID003	Provide first aid (To be delivered by an external RTO or via IVET for approved trainers from RTO 90072)

##### Electives

SISSCO012	Coach sports participants up to an intermediate level
SISXIND006	Conduct sport, fitness and recreation events
Complete 2 out of these 3 Units of Competency	
SISXCAI009	Instruct strength and conditioning techniques
SISSSOF002	Continuously improve officiating skills and knowledge
SISXDIS001	Facilitate inclusion for people with a disability

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

## Recommended Entry Requirements

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

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

Sport coach or trainer, assistant coach, sports official, sports event manager, team manager, sport administration officer

## 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.

# Sport, Lifestyle and Recreation

<b>Number of Units:</b> 2 units	<b>Faculty:</b> PDHPE	<b>ATAR:</b> No counts towards an HSC only
<b>Board Developed:</b> No – Content Endorsed Course		<b>Cost:</b> \$10.00 per year
<b>Exclusions:</b> Nil		
<p><b>Course Description</b></p> <p>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"> <li>• Levels of performance skill in particular sports</li> <li>• Skills to adopt administrative roles in community sport and recreation</li> <li>• Skills for coaching, training, first aid, refereeing, fitness leading</li> </ul> <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><b>Course Requirements</b></p> <p>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>		
<b>Course Content</b>		
<ul style="list-style-type: none"> <li>• Aquatics</li> <li>• Athletics</li> <li>• Dance</li> <li>• First Aid</li> <li>• Fitness</li> <li>• Games and Sports Applications (Individual and Team - 3 modules of study)</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Healthy Lifestyles</li> <li>• Outdoor Recreation</li> <li>• Social Perspectives of Games and Sports</li> <li>• Sports Administration</li> </ul>	
<b>HSC Assessment</b>		
<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• A combination of research and practical tasks</li> <li>• Trial HSC Examination</li> </ul>	<p><b>External Assessment</b></p> <p>There is no external examination.</p>	

# Vocational Education and Training Courses

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Vocational Education and Training (VET/EVET) courses are offered as part of the HSC or RoSA. VET/EVET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET/EVET courses for secondary students are developed by NESA and are based on national training packages.

VET/EVET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian 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.

Assessment in all VET/EVET 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.

VET courses include mandatory work placement and involve 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.

## Board Developed VET/EVET Category B Courses

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Board Developed VET/EVET courses are classified as Category B subjects and only one may contribute to the calculation of the ATAR.

These courses have an optional HSC examination. Students wishing to include a VET/EVET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

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

The following Board Developed VET Category B courses are offered and can be studied at Heathcote High School:

- Construction - CPC20211 Certificate II in Construction Pathways
- Hospitality - SIT20416 Certificate II in Kitchen Operations

## Board Endorsed/Content Endorsed VET/EVET Courses

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Board Endorsed/Content Endorsed VET/EVET are non-ATAR courses.

These courses:

- do not have HSC examinations and therefore do not count in the calculations of the ATAR
- will be recorded on your Year 11 Record of Achievement and, if you complete the course in Year 12, your HSC Record of School Achievement
- contribute to your HSC and enable you to gain specific career skills
- have mandatory or recommended industry specific work placement.

The following Board Endorsed VET courses are offered and can be delivered at Heathcote High:

- Manufacturing & Engineering - MEM10119 Certificate I in Engineering
- Sport Coaching - SIS20519 Certificate III in Sport Coaching

TAFE delivered Board Endorsed EVET courses also offer the following:

- 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 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
- 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 an EVET course and given to the school's Careers Adviser. The closing date for EVET applications will be advised as information comes to hand. For further information go to <https://tafensw.edu.au>

## Australian Qualifications Framework (AQF)

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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

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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

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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 (SBAT)

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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.

Applications for SBATs at Heathcote High are supported on an individual basis.

What's the difference between a school-based traineeship and a school-based apprenticeship?

Traineeships are completed at the end of Year 12 and are available in a range of industries including business administration, retail, printing, nursing, out of school hours care and transport logistics

Apprenticeships continue post school and are usually in trade areas such as automotive, construction, electro technology, hairdressing, hospitality, metal and engineering.

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

### What are the benefits?

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- 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
- A great opportunity to contribute to the workforce of the future

For further information about SBAT visit - [www.sbatinnsw.info](http://www.sbatinnsw.info)

# Career Planning

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