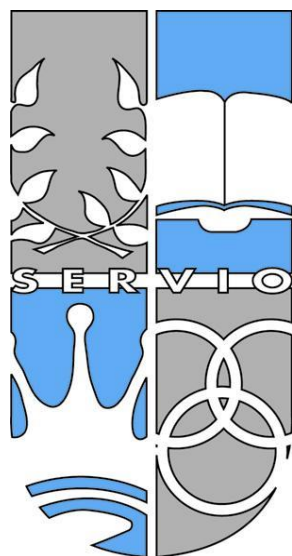


EAST HILLS BOYS HIGH SCHOOL



STAGE 6 CURRICULUM BOOKLET

FOR THE HSC

2025

CONTENTS

What types of courses can I select?	4
What are units?	5
Eligibility Requirements for the HSC	6
Eligibility Requirements for the ATAR	7
HSC Board Developed courses	8
Vocational Education and Training courses	10
HSC PLUS – a non-ATAR pattern of study	14
Assessment and Reporting	15
Subject Fees	16
Subject Index	18
Board Developed Courses - Course Descriptions	20
Content Endorsed Courses - Course Descriptions	59
Vocational Education and Training (VET) Information	66
VET Courses Course Descriptions	71

WHAT TYPES OF COURSES CAN I SELECT?

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

Board Developed Courses

These courses are developed by the National Education Standards Authority (NESA) All students entered for the HSC who are studying Board Developed 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 (Australian Tertiary Admission Rank).

Content Endorsed Courses Non ATAR

These are courses endorsed by the NESA for delivery at a school. All Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR. There is no external examination for any Content Endorsed Course.

Exploring Early Childhood	2 Units
Marine Studies	2 Units
Photography, Video and Digital Imaging	1 or 2 Units
Sport, Lifestyle and Recreation Studies	2 Units
Visual Design	1 or 2 Units

NB. Students must study at least 6 units of Board Developed Courses

Exclusions applying to Content Endorsed Courses are listed in the course descriptions in Part 2 of this booklet with the relevant CEC course description.

Vocational Education and Training (VET) Content Endorsed Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations.

These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

TVET Courses

TVET stands for TAFE-delivered Vocational Education and Training. These courses are not run at the school and therefore will require a separate application dependent on the courses offered and your acceptance into those courses. They are run at the TAFE College which offers that particular course.

EVET Courses

These are courses that are delivered by TAFE but are offered at the school through virtual classrooms. They are held on Tuesday afternoons in the school library.

Please note: There is no guarantee a course will run as this depends on our students' choices and the numbers for each subject.

WHAT ARE UNITS?

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

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

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

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

2 UNIT COURSE

This is the basic structure for all courses.

EXTENSION 1 COURSE

Extension study is available in a number of subjects.

Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course and are available in English, Mathematics, History, Music, Science some Languages and some VET subjects.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2)

EXTENSION 2 COURSE

The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses are offered and examined in Year 12 only.

1 UNIT COURSE

There are a number of 1 unit Board Endorsed Courses. These courses do not contribute to the ATAR.

ELIGIBILITY REQUIREMENTS FOR THE HSC

To be eligible for the award of the HSC:

- **Preliminary Course**
You must study a minimum of 12 units
- **HSC Course**
You must study a minimum of 10 units
- Students must satisfactorily complete the Preliminary course before they are eligible to commence the corresponding HSC course
- Both Preliminary and HSC Courses must include:
 - 6 units of Board Developed 2 units of English
 - 3 courses of 2 units or greater
 - at least 4 subjects
 - *at most 6 units of courses in Science can count towards HSC eligibility.*
- **All students must complete *HSC: All My Own Work* or its equivalent before they can be entered for any Preliminary or HSC course.**
HSC: All My Own Work:
 - is a program designed to help HSC students follow the principles and practices of good scholarship
 - includes understanding and valuing of ethical practices when locating and using information as part of HSC studies.
- **Students must:**
 - follow the course developed or endorsed by the board
 - apply themselves with diligence and sustained effort
 - achieve some or all of the course outcomes
 - complete work placement for VET courses
 - make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course in the HSC course of study.

In addition, a student must:

- complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- sit for and make a serious attempt at the required Higher School Certificate examinations.

Additional information:

The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

ELIGIBILITY REQUIREMENTS FOR THE ATAR

If you wish to receive the Australian Tertiary Admission Rank (ATAR) based on the HSC, you must complete **at least 10 units** of Board Developed Courses including at least:

- **10 units from courses that offer a HSC exam**
- 2 units of English must be included in the 10 units
- 3 Board Developed courses of 2 units
- 4 subjects.

Your ATAR is based on a total of scaled marks (not NESA HSC marks) in 10 units of ATAR courses comprising:

- Your best 2 units of English and
- Your best 8 units from the remaining units

If you do not wish to receive an ATAR, the rest of your courses may be made up of Content Endorsed Courses or VET Content Endorsed Courses once you have studied six units of Board Developed Courses including English. The **HSC Plus** pathway of study is recommended if you do not wish to obtain an ATAR or go directly from school to university. Students who choose the HSC Plus pathway of study benefit by:

- achieving success in their learning
- enjoying being at school
- having opportunities to continue their studies at TAFE
- receiving a HSC

HIGHER SCHOOL CERTIFICATE MINIMUM STANDARDS

If you are sitting your HSC exams in or after 2020 you will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.
- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.
- Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.
- Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

HSC BOARD DEVELOPED COURSES

(See course notes following this table for explanation of symbols)

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Ancient History	Ancient History		HSC History Extension ¹
Biology	Biology ²		
Business Studies	Business Studies		
Chemistry	Chemistry ²		
Community and Family Studies	Community and Family Studies		
Design and Technology	Design and Technology		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science ²		
Economics	Economics		
Engineering Studies	Engineering Studies		
English	# English Standard English Advanced English as a Second Language English Studies	Preliminary English Extension	HSC English Extension 1 HSC English Extension 2
Food Technology	Food Technology		
Geography	Geography		
Industrial Technology	# Industrial Technology – Graphics Industrial Technology – Timber Industrial Technology– Multimedia		
Enterprise Computing	Enterprise Computing		
Investigating Science	Investigating Science ²		
Japanese	# Japanese Beginners Japanese Continuers		HSC Japanese Extension
Legal Studies	Legal Studies		
Mathematics	# Standard Mathematics 1 Standard Mathematics 2 Mathematics	Preliminary Mathematics Extension	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History	Modern History		HSC History Extension ¹
Music	# Music 1 ² Music 2		HSC Music Extension
PD/Health/PE	PD/Health/PE		
Physics	Physics ²		
Society and Culture	Society and Culture		
Software Engineering	Software Engineering		
Visual Arts	Visual Arts		
VET Curriculum Framework with HSC exam options	VET Curriculum Framework with HSC exam options		

HSC Course Notes

These notes and footnotes refer to the list of courses

You may select one course only from each of these subject groups.

- A number of subjects include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Drama, Design and Technology and others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
1. Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.
 2. Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate no more than 6 Preliminary units and 7 HSC units of Science can be included. You must study Music Course 2 if you wish to study HSC Music Extension.
 3. You may only study 1 Industrial Technology course.

Additional information about courses and the HSC is available on the National Education Standards Authority Website: <http://www.boardofstudies.nsw.edu.au>

SATURDAY SCHOOL OF COMMUNITY LANGUAGES

Students wishing to study their Community Language may do so through the Saturday Schools of Community Languages. These courses are run at various centres (usually high schools throughout the metropolitan area). These courses may only be taken by students of the specific language background.

Further details and application forms may be obtained from Mr Bardas.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

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

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

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

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

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

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

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

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

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

Externally delivered Vocational Education and Training (EVET)

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

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

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

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

Categories of EVET courses

Board Developed Industry Curriculum Framework (ICF) Courses include Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, Hospitality, Information Technology, Human Services, Primary Industries, Retail Services and Tourism, Travel & Events. These courses count for 2 units of HSC credit, include 70 hours of mandatory work placement over the 2 years and have an optional HSC examination if you wish to count it towards your Australian Tertiary Admission Rank (ATAR).

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

Delivery patterns of EVET courses

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

Specific Requirements of EVET courses

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

- **NESA requirements** for completion of course work. If a student does not satisfactorily complete course work, they may be given an “N” Determination for the course or, they may be withdrawn from the course. External RTOs will monitor attendance and send regular reports to the student’s home school.
- **Student Commitment** – Once a student starts a course, they will be expected to commit to completing it as there is significant cost involved for the NSW Department of Education. Students will not be permitted to change to another EVET course. Students who miss class work at school because of EVET course enrolments (including work placement) are responsible for following up with their teachers and catching up on missed work.

- **Travel** – Students studying TVET courses are responsible for organising their own transport to the study venue and also for making their way home at the conclusion of the class. Students are responsible for paying travel costs. Students will need to complete and submit an early leave application available from their Careers Advisor. Students will be issued with an early leave pass that should be shown when required. Students doing EVET courses may be given compensatory study periods during the week.
- **Proposed timetabling** – students should carefully check details to see when the TVET course will be delivered. TVET courses are conducted on different days of the week with many classes commencing at 1:30pm and ending at 5:30pm. For some courses, “block” attendance during term and/or school holidays may be necessary.
- **Online courses** require students to be able to work independently, have access to digital technology and to manage their time effectively to ensure they keep up with all work requirements.
- **Mandatory Work Placement applies to many EVET courses** and gives students the chance to learn new skills and apply the skills they learn from doing the course. It also helps students to:
 - gain insights into the kind of career that they would like to have.
 - make informed decisions about further training and study.
 - become more employable.
 - be better equipped for business and employment opportunities.

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

EVET 2024 Application Process

1. **Research:** Students interested in applying for an EVET course should research the course which interests them to learn about course content and possible career paths. Detailed information sheets are available for all courses listed on the EVET portal from your Careers Adviser. Additionally, some providers also send EVET course information to schools so students should ask Careers Advisers about this.
2. **Submit:** Students complete a detailed **Expression of Interest (EOI)** form (available from the Careers Adviser). Parents or guardians are required to sign the EOI to indicate their awareness of course requirements, as well as the level of commitment required by students. All students will need their ERN and NESA number to complete this form.
3. **Interview:** Some schools will require students to participate in an interview to discuss the reasons for applying for the course. Students will be expected to explain why enrolling in the course is important to future career planning and demonstrate a commitment to successfully completing the course. Parents may be asked to participate in these interviews. Where applicable, students may also need to participate in mandatory interviews and application processes as required by an RTO. Failure to participate in these processes will mean that the application will not be considered.
4. **Apply:** The closing date for 2024 EVET applications will be late in Term 3 (the exact date is yet to be finalised) Offers will be made from early November.

Expressing an interest in an EVET course does not guarantee that a student will be made an offer, nor that the course will be delivered in 2024. Some courses are very popular, and the number of applications exceeds available places. Occasionally, there may not be enough applications to form a class for some courses and the class will be cancelled.

EVET Providers

1. **NSW TAFE** is the largest provider of EVET course and the term 'TVET' refers to EVET programs delivered by TAFE NSW.

TAFE NSW delivers EVET courses at a number of locations which students in Sydney may be able to access including:

- **TAFE NSW Sydney Region** - Enmore, Gymea, Loftus, Meadowbank, Petersham, Randwick, St George, St Leonards and Ultimo TAFE colleges
- **TAFE NSW Western Sydney Region** - Bankstown, Campbelltown, Granville, Lidcombe, Ingleburn (MBISC), Liverpool, Macquarie Fields, Miller, Padstow, Wetherill Park, Blacktown, Kingswood, Nepean and Nirimba TAFE colleges.
- **TAFE Illawarra Region** - Moss Vale, Wollongong, and Goulburn TAFE Colleges.
- **TAFE Digital** offers a large number of online EVET courses each year

2. **Private RTOs** - other RTOs which deliver EVET courses include:

- **Whitehouse Institute Pty Ltd** - offers design fundamentals courses. This RTO is located in central Sydney and courses are delivered during school holiday periods.
- **NSW Health RTO**- offers Human Services nursing courses at several locations including Bankstown, Campbelltown, Concord, Fairfield, Liverpool, Rozelle and Bowral.
- **Taronga Institute RTO** - offers animal studies courses at Taronga Zoo, Mosman.
- **UAVAIR** – delivers aviation remote pilot courses. Delivery locations vary each year.
- **Academy of Interactive Entertainment** – offers online creative industries courses both online and at a Sydney campus.
- **Australian Careers Business College** - offers courses such as financial services, business services and child studies. Course delivery may be online or at sites such as Liverpool, Parramatta, and Wollongong.

Students should speak to their Careers Adviser about the full list of courses that will be available in 2024.

HSC Plus - A non-ATAR Pattern of Study

HSC Plus is a pattern of study in which students will be successful in gaining their HSC whilst greatly enhancing their employment opportunities at the same time. The HSC Plus course allows students to choose subjects that have a more practical rather than an academic emphasis, a work oriented pathway rather than an academic pathway.

The HSC Plus course of study will advantage students who do not require an ATAR and who are interested in gaining an apprenticeship or traineeship, enrolling in a TAFE course, or joining the work force at the completion of their HSC. From a school perspective we believe the HSC Plus program creates greater engagement for these students and increases their self-esteem. It also enables them to be successful in completion of the Preliminary Course and continue through to the HSC.

As well as achieving their HSC, students can gain credit transfer from their HSC subjects towards TAFE courses, and extensive experience in the workplace. Students can also achieve nationally recognised TAFE credentials, up to Certificate II qualifications, in VET subjects. The HSC Plus course often enhances students' chances of gaining entry into high demand TAFE courses due to their skills and experiences. There are also benefits towards the student's employment opportunities.

What subjects will be studied?

English Studies (2 units)

Math Standard 1

Plus one other board developed subject

We recommend the remaining units be selected from the subjects below.

VET Sport Coaching

VET Business Services

VET Retail Services

VET Hospitality

VET Construction

VET Information and Digital Technology

TVET, EVET or TAFE delivered course

Sport Lifestyle and Recreation

Marine Studies

Photography and Digital Imaging (1/2 unit)

Visual Design (1/2 unit)

VET Entertainment

Work Studies

Other subject choices may be available with negotiation.

ASSESSMENT AND REPORTING

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

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

The HSC reports provide a description of your achievements.

School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

The other 50% will come from the HSC examination.

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

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

- The HSC Testamur

(The official certificate confirming your achievement of all requirements for the award.)

- The Record of Achievement

(This document lists the courses you have studied and reports the marks and bands you have achieved.)

- Course Reports

For every HSC Board Developed Course (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.)

SCHOOL CONTRIBUTIONS, ELECTIVE FEES AND EQUIPMENT 2024

SPECIFIC SUBJECT COSTS:	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
CREATIVE ARTS						
Visual Arts (+Visual Art Book)	40	40	50	50	60**	60**
Drama			15	15	30	30
Music	15	15	30	30	30	30
Photography and Digital Media			30	30	30	30
Visual Design					30	30
COMPUTING/LANGUAGES						
Computer Fee			10	15	20	20
Languages		10	50	50	50	50
PD, HEALTH & PE						
PDHPE Health Book	35	35	35	35		
Sport Levy	5	5	5	5	5	5
HSIE						
Economics					80	80
VET: Retail & Business Services			10	10		
TECHNOLOGY AND APPLIED STUDIES						
Food Technology	45	45	75	75	80	80
Industrial Arts	50	50				
Design and Technology			60	65**	80**	80**
Graphics Technology			15	15		
Electronics			80	90		
Metals			65	75*		
Multimedia					50	50
Timber (+ Y12 only – Major Project Materials)			75	85	110	60**
VET: Construction (+ Safety Boots)					50	50*
VET: Entertainment					65	65
VET: Hospitality (+ Uniform & Tools)					110	110*
Engineering Studies					20*	20*
STAGE 5 SKILLS & CAPABILITIES						
Editorial - CAPA						
Event Planning & Management - CAPA						
Fitness – PDHPE						
Food Through The Ages - FT			50	50		
Grown it Green – FT			15	15		
Lights, Camera, Action - TAS			20	20		
Man About the House - TAS			20	20		
Music Prod – CAPA			10	10		
Pen to Paper - ENG						
Popular Culture – HSIE						
STEM - TAS			40	40		
Animation and Special Effects - TAS				20		
Visual Design - CAPA			15	15		
Robotics			30	30		
Forensic Science				10		

SCHOOL CONTRIBUTIONS, ELECTIVE FEES AND EQUIPMENT 2024

SCHOOL CONTRIBUTIONS:	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
General Service Fee	105					
P & C Levy	25 (per family)					
Technology Levy	55					
Textbook Levy NEW STUDENTS One off Non Refundable Fee	100					

ADDITIONAL EQUIPMENT & COURSE COSTS:		
EQUIPMENT & COURSE FEES	Year 7	Year 8-12
Replacement Student Dairy		15
USB 8GB		10
Calculator		28
Visual Arts Diary Visual Art Students if required		10
TAS pack Year 7 inc. 1x Blue Apron 1x White Apron 1x Cap 1x Safety Goggles		30
Replacement – Blue (IA) or White (FT) Apron		10
Replacement – White Cap (FT)		6
Replacement - Safety Goggles		8
VET Hospitality UNIFORM DETAILS & PRICE TO BE CONFIRMED		100
VET Hospitality Tools PURCHASE DETAILS & PRICE TO BE CONFIRMED		100
White Card Training if required Year 10-12 Only – DETAILS & PRICE TO BE CONFIRMED		80
1 ST Aid Course DETAILS & PRICE TO BE CONFIRMED		75
SCIENCE – CHEMISTRY Dot Point Text Book if required Year 11-12 Only		40
SCIENCE – CHEMISTRY Focus Skills & Assessment Text Book if required Year 11-12 Only		30
SCIENCE – BIOLOGY Dot Point Text Book if required Year 11-12 Only		40
SCIENCE – BIOLOGY Focus Skills & Assessment Text Book if required Year 11-12 Only		30
SCIENCE – PHYSIC Dot Point Text Book if required Year 11-12 Only		40
SCIENCE – PHYSIC Focus Skills & Assessment Text Book if required Year 11-12 Only		30
SEF – e-Learning		40
SEF CAMP DETAILS & PRICE TO BE CONFIRMED		300
CAMP – Y7 or Y9 or Y11 DETAILS & PRICE TO BE CONFIRMED		350
Year 12 Graduation Dinner DETAILS & PRICE TO BE CONFIRMED		TBC
NOTE: Price may change without notice from supplier *Additional cost may be incurred ** Cost according to task		

Course	Units	Preliminary/HSC	ATAR	Page
English				
Standard	2	Both	Yes	31
Advanced	2	Both	Yes	32
Extension 1	1	Both	Yes	33
Extension 2	1	HSC Only	Yes	33
EALD	2	Both	Yes	34
English Studies	2	Both	Yes	35
Mathematics				
Mathematics Standard	2	Preliminary	Yes	46
Mathematics Standard 1	2	HSC	Yes	46
Mathematics Standard 2	2	HSC	Yes	47
Mathematics	2	Both	Yes	48
Mathematics Extension 1	1	Both	Yes	49
Mathematics Extension 2	2	HSC Only	Yes	50
Science				
Biology	2	Both	Yes	22
Chemistry	2	Both	Yes	24
Earth and Environmental Science	2	Both	Yes	28
Investigating Science	2	Both	Yes	42
Marine Studies	2	Both	No	60
Physics	2	Both	Yes	55
Human Society and its Environment				
Ancient History	2	Both	Yes	21
Business Studies	2	Both	Yes	23
Economics	2	Both	Yes	29
Geography	2	Both	Yes	38
Legal Studies	2	Both	Yes	45
Modern History	2	Both	Yes	51
Society and Culture	2	Both	Yes	56
Work Studies	2	Both	No	64
Exploring Early Childhood	2	Both	No	65

Course	Units	Preliminary/HSC	ATAR	Page
Languages				
Japanese Beginners	2	Both	Yes	43
Japanese Continuers	2	Both	Yes	44
Computing				
Enterprise Computing	2	Both	Yes	36
Software Engineering	2	Both	Yes	57
Personal Development Health and Physical Education				
PDHPE	2	Both	Yes	54
Community and Family Studies	2	Both	Yes	25
Sport Lifestyle and Recreation	2	Both	No	62
Technology and Applied Studies				
Design & Technology	2	Both	Yes	26
Engineering Studies	2	Both	Yes	30
Food Technology	2	Both	Yes	37
Industrial Technology-Graphics	2	Both	Yes	39
Industrial Technology-Multimedia	2	Both	Yes	40
Industrial Technology-Timber	2	Both	Yes	41
Creative and Performing Arts				
Drama	2	Both	Yes	27
Music 1	2	Both	Yes	52-53
Photography, Video and Digital Imaging	1/2	Prelim/HSC	No	61
Visual Arts	2	Both	Yes	58
Visual Design	1/2	Prelim/HSC	No	63
VET				
Business Services	2	Both	Yes	73
Construction	2	Both	Yes	74
Entertainment	2	Both	Yes	75
Hospitality	2	Both	Yes	76
Information and Digital Technologies	2	Both	Yes	77
Retail Services	2	Both	Yes	78
Sport Coaching	2	Both	No	79

COURSE DESCRIPTIONS

Board Developed Courses

Course: Ancient History

2 units for each of Preliminary and HSC

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Preliminary Course (120 Indicative Hours)

- **Section I (60 hours)**

Investigating Ancient History

- The Nature of Ancient History
- Case Studies

- **Section II (40 hours)**

Features of Ancient Societies

- **Section III (20 hours)**

Historical Investigation: this may be undertaken as a standalone study or integrated into any aspect of the Year 11 course.

Studies undertaken in the Year 11 course will be selected from a range of societies. The Historical Investigation and choice of topics in Sections I and II must not overlap with or duplicate significantly any topic attempted for the Ancient History or History Extension courses.

HSC Course (120 Indicative Hours)

- **Section I: Core Study – Cities of Vesuvius, Pompeii and Herculaneum (30 hours)**
- **Section II: Ancient Societies (30 hours)**
- **Section III: Personalities in Their Times (30 hours)**
- **Section IV: Historical Periods (30 hours)**

Students complete studies in the HSC course from at least **two** of the following areas: Egypt, Near East, China, Greece and Rome.

Assessment Components and Weighting for Preliminary and HSC Ancient History

Component	Weighting
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
Total	100

Course: Biology		2 units for each of Year 11 and Year 12	
Exclusions: Only a maximum of 6 Science units can be studied Year 11.			
Course Description:			
<p>The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live.</p> <p>Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.</p> <p>A depth study may be a single investigation/activity or series of investigations/activities. The depth study may be designed for the course cohort or a single class or be determined by individual students.</p>			
Main Topics Covered:			
Year 11 Course <ul style="list-style-type: none"> • Cells as the Basis of Life • Organisation of Living Things • Biological Diversity • Ecosystem Dynamics + Depth Study		Year 12 Course <ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Disease • Non-Infectious Disease and Disorders + Depth Study	
<p>A range of task types may be used when assessing a depth study or an aspect of a depth study. In many cases, a report that explains the process undertaken throughout the depth study with an analysis of the final product or result will be an appropriate format for an assessment task. Other examples include written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork.</p>			
Particular Course Requirements:			
<p>Students attempting Biology should have achieved no lower than a C grade in Year 10 Science.</p> <p>Practical experiences should occupy a minimum of 70 indicative hours across Year 11 and Year 12. One fieldwork exercise must be completed in Year 11 and a depth study must be completed for both Year 11 and 12.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Skills in Working Scientifically Knowledge and Understanding	60 40	Skills in Working Scientifically Knowledge and Understanding	60 40
	100		100

Course: Business Studies

2 units for each of Preliminary and HSC

Exclusions: Nil

Course Description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:

In the Preliminary course there is a mandatory research project using primary research investigating the operation of a small business or planning the establishment of a small business.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination, including Section I Multiple choice questions	20	Knowledge and understanding of course content	40
Section II Short answer	40	Stimulus-based skills	20
Section III Extended response - business report	20	Inquiry and research	20
Section IV Answer one question from 2 extended response questions	20	Communication of business information, ideas and issues in appropriate forms	20
	100		100

Course: Chemistry

2 units for each of Year 11 and Year 12

Exclusions: Only a maximum of 6 Science units can be studied in Year 11.

Course Description:

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

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

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

Main Topics Covered:

Year 11 Course

Modules

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

+ Depth Study

Year 12 Course

Modules

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

+ Depth Study

A depth study may be a single investigation/activity or series of investigations/activities. The depth study may be designed for the course cohort or a single class or be determined by individual students. A range of task types may be used when assessing a depth study or an aspect of a depth study. In many cases, a report that explains the process undertaken throughout the depth study with an analysis of the final product or result will be an appropriate format for an assessment task. Other examples include written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork.

Particular Course Requirements:

Students attempting Chemistry should also select Mathematics 2 Unit and have achieved no lower than a C grade in Year 10 Science.

Practical experiences should occupy a minimum of 70 indicative hours across Year 11 and Year 12.

Year 11 and Year 12 Chemistry students will be required to purchase a yearly subscription to HSC study lab at a cost of approximately \$35.00 per year.

Assessment: HSC course only

External Assessment	Weighting	Internal assessment	Weighting
Skills in Working Scientifically Knowledge and Understanding	60 40	Skills in Working Scientifically Knowledge and Understanding	60 40
	100		100

Exclusions: Nil

Course Description:

Community and Family Studies is an interdisciplinary course, which draws upon family studies, sociology, developmental psychology and students' life experience, to give a detailed study of human behaviour and societal interaction.

Recognition of the interdependence of the individual and other groups is central to the framework. Consequently, this syllabus focuses the Preliminary course on the individual and their interactions with personal groups, family and community. The HSC course builds upon this by examining how the wellbeing of individuals, families and communities is affected by broader societal influences including sociocultural, economic and political factors

The dynamic nature of this course places importance on the skills of inquiry and investigation. Research, therefore, is an integral component of every unit. Students are required to develop and utilise skills in planning, recording, interpreting, analysing and synthesising as they employ various research methodologies and finally complete an Independent Research Project (IRP).

Main Topics Covered:

Preliminary Core

- Resource Management 20%
- Individuals and Groups 40%
- Families and Communities 40%

HSC Core

- Research Methodology 25%
- Groups in Context 25%
- Parenting and Caring 25%

Optional Components (25%)

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

Particular Course Requirements:

The Preliminary course is a prerequisite for the HSC course.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination			
Section I - Core			
Part A	20	Knowledge and understanding of the course content	40
Objective response question	55		
Part B	25	Skills in critical thinking, research, analysis, and communicating	60
short answer questions			
Section II - Options			
Candidates answer one question on option they have studied. Each question will have a short answer and extended response part			
<ul style="list-style-type: none"> • Short answer question • Extended response 			
	100		100

Course: Design and Technology

2 units for each of Preliminary and HSC

Exclusions: Nil

Desirable Skills and Aptitudes; creativity, self-directed and ability to work independently

Course Description:

The Preliminary Course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary Course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC Course applies the knowledge and understanding of designing and producing from the Preliminary Course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project worth 60% of the HSC MARK. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. This case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

Main Topics Covered:

Preliminary Course

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer based technologies, work, health and safety, evaluation and manipulation of materials, tools and techniques.

HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation and project evaluation

Particular Course Requirements:

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

Course Fees Apply.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written examination	40	Knowledge and understanding of course content	40
Major Design Project and Folio The folio documents the planning, production, management and evaluation of the Major Project)	60	Knowledge and skills in designing, managing, producing and evaluating a major design project	60
	100		100

Course: Drama

2 units for each of Preliminary and HSC

Exclusions: Nil

Course Description:

Drama is an art form that explores the world through enactment. It is collaborative in nature, and involves the creative interaction of individuals through a range of artistic skills.

By studying drama, students acquire skills in interpretation, communication, performance and critical analysis. The skills required to design and implement technical processes and technologies (set design and construction, lighting design and audio operation) are also developed.

Drama can be employed as a technique for exploring personal and community issues. Students perform, and critically study aspects of drama and theatre in Australian and other societies and cultures from around the world.

The study of Drama will develop the talents and capacities of all students — physical, emotional, intellectual, social, spiritual, creative and expressive — as well as developing self-confidence and self-esteem.

The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions including, but not confined to, event management, theatre, television, media, communications and community cultural development.

Main Topics Covered

Preliminary Course

- Improvisation, Play building, Acting
- Elements of Production in Performance (Lighting, Set Design, Sound)
- Theatrical Traditions and Performance Styles

HSC Course

- Australian Drama and Theatre (Study of two Australian plays) Core
- Studies in Drama and Theatre (Study of two plays / styles from elsewhere in the world)
- Group Performance (Marked as a part of the HSC examination) Core
- Individual Project (Marked as a part of the HSC examination).

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written examination Section I – Australian Drama and Theatre One extended response Section II – Studies in Drama and Theatre One response question from a choice of 7	20 20	Australian Drama and Theatre Studies in Drama and Theatre Development of Group Performance Development of Individual Project Assessment is based upon: Performances, Research Projects, Design Projects and Log Book Evaluation.	
Group Performance (Core component) Individual Project Students must undertake a project drawn from one of the following : • Critical Analysis • Design • Performance • Scriptwriting • Video Drama	30 30	Assessment has the following components: Making Performing Critically studying	40 30 30
	100		100

Course: Earth and Environmental Science				2 units for each of Year 11 and Year 12			
Exclusions: Only a maximum of 6 Science units can be studied Year 11.							
Course Description:							
<p>The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.</p> <p>Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.</p> <p>The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.</p> <p>The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.</p>							
Main Topics Covered:							
Year 11 Course				Year 12 Course			
<ul style="list-style-type: none"> • Earth's Resources • Plate Tectonics • Energy Transformations • Human Impacts 				<ul style="list-style-type: none"> • Earth's Processes • Hazards • Climate Science • Resource management 			
+ Depth Study				+ Depth Study			
<p>A depth study may be a single investigation/activity or series of investigations/activities. The depth study may be designed for the course cohort or a single class or be determined by individual students</p> <p>A range of task types may be used when assessing a depth study or an aspect of a depth study. In many cases, a report that explains the process undertaken throughout the depth study with an analysis of the final product or result will be an appropriate format for an assessment task. Other examples include written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork.</p>							
Particular Course Requirements:							
Students attempting Earth and Environmental Science should have achieved no lower than a C grade in Year 10 Science.							
Practical experiences should occupy a minimum of 35 indicative hours in Year 11 and in Year 12							
Assessment: HSC course only							
External Assessment		Weighting		Internal Assessment		Weighting	
Skills in Working Scientifically		60		Skills in Working Scientifically		60	
Knowledge and Understanding		40		Knowledge and Understanding		40	
		100				100	

Course: Economics		2 units for each of Preliminary and HSC	
Exclusions: Nil			
Course Description: Economics provides students with an understanding of many aspects of the economy especially those that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economies. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in the contemporary Australian economy, with case studies used to further develop students' understanding. Economics develops students' knowledge, understanding and skills to enable them to be socially responsible and competent decision makers in an ever-changing economy			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Introduction to Economics • Consumers and Business • Markets • Labour Markets • Financial Markets • Government in the Economy 			
HSC Course			
<ul style="list-style-type: none"> • The Global Economy • Australia's Place in the Global Economy • Economic Issues • Economic Policies and Management 			
Assessment : HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination		Knowledge and Understanding of course content	40
Section I Multiple choice questions	20		
Section II Short answer	40	Stimulus based skills	20
Section III 1 stimulus based extended response questions	20	Inquiry and research	20
Section IV Extended response Question	20	Communication of economic information, ideas and issues in appropriate forms	20
	100		100

Course: Engineering Studies		2 units for each of Preliminary and HSC	
Exclusions: Nil			
Desirable Skills and Aptitudes; strong mathematics and science knowledge and ability			
<p>Course Description:</p> <p>Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.</p>			
<p>Main Topics Covered:</p> <p>Preliminary Course</p> <p>Students undertake the study of 4 compulsory modules:</p> <ul style="list-style-type: none"> • three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems • one focus module relating to the field of Biomedical engineering. <p>HSC Course</p> <p>Students undertake the study of 4 compulsory modules:</p> <ul style="list-style-type: none"> • two application modules relating to the fields of Civil Structures and Personal and Public Transport • two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering. 			
<p>Particular Course Requirements:</p> <p>Engineering Report</p> <p>Preliminary Course</p> <p>Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.</p> <p>HSC Course</p> <p>Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.</p> <p>One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination:	100	Knowledge and understanding of course content	60
		Knowledge and skills in research, problem solving and communication related to engineering practice	40
			100

Course: English Standard

2 units for each of Preliminary and HSC

Exclusions: English (Advanced); English (ESL); English (Extension); English Media Studies

Course Description:

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Main Topics Covered:

Preliminary Course

Indicative hours

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

HSC Course

- | | |
|---|----|
| • Common module – Texts and Human Experiences | 30 |
| • Module A: Language, Identity and Culture | 30 |
| • Module B: Close Study of Literature | 30 |
| • Module C: The Craft of Writing | 30 |

Optional: This module may be studied concurrently with the common module and/or Modules A and B

Particular Course Requirements

The Preliminary course requires:

- no prescribed texts for Year 11.
- students to study ONE complex multimodal or digital text in Module A. (This may include the study of film.)
- students to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.
- students to study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- students to support the study of texts with their own wide reading.

HSC English (Standard) course requires close study of three types of prescribed texts, one drawn from each of the following categories:

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

- Prose fiction
- Poetry **OR** drama
- Film **OR** media **OR** nonfiction

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

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Paper 1: Common module <i>Texts and Human Experiences</i>	40	Knowledge & understanding of course content	50
Paper 2: Modules	60	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100		100

Course: English Advanced		2 units for each of Preliminary and HSC	
Exclusions: English (Standard); Fundamentals of English; English (ESL); English Media Studies English Advanced is suitable only for students consistently achieving results of 75% or above.			
Course Description: 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.			
Main Topics Covered:		Indicative hours	
Preliminary Course		(120)	
• Common module: Reading to Write		40	
• Module A: Narratives that Shape our World		40	
• Module B: Critical Study of Literature		40	
HSC Course			
• Common module: Texts and Human Experiences		30	
• Module A: Textual Conversations		30	
• Module B: Critical Study of Literature		30	
• Module C: The Craft of Writing		30	
Optional: This module may be studied concurrently with the common module and/or Modules A and B			
Particular Course Requirements:			
Preliminary English (Advanced) course requires:			
• no prescribed texts for Year 11.			
• students to study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.			
• students to support their study of texts with their own wide reading.			
HSC English (Advanced) course requires:			
Students are required to closely study four prescribed texts , one drawn from each of the following categories:			
• Shakespearean drama			
• prose fiction			
• poetry OR drama			
The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.			
The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.			
Students must study ONE related text in the common module: Texts and Human Experiences.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Paper 1: Common module <i>Texts and Human Experiences</i>	40	Knowledge & understanding of course content	50
Paper 2: Modules	60	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100		100

Courses:	Preliminary English Extension HSC English Extension 1 HSC English Extension 2	1 unit for Preliminary 1 unit for HSC 1 unit for HSC	
Prerequisites: (a) English (Advanced) course (b) Preliminary English Extension Course is prerequisite for HSC Extension Course 1 (c) Preliminary English Extension Course is prerequisite for HSC Extension Course 2 Preliminary Extension is suitable only for students consistently achieving results above 85% Exclusions: English (Standard); Fundamentals of English; English (ESL)			
Course Description: English Extension is designed for students undertaking English Advanced who choose to study more complex and challenging literature. They enjoy engaging with ideas around reading and writing and seek the opportunity to work in increasingly independent ways. In the HSC English (Extension) Course 1, students explore ideas of value and consider how cultural values influence texts. In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.			
Main Topics Covered: Preliminary Extension Course <ul style="list-style-type: none"> Module: Texts, Culture and Value Related research project This project may be undertaken concurrently with the module HSC Extension Course 1 <ul style="list-style-type: none"> Common module: Literary Worlds with ONE elective option HSC Extension Course 2 <ul style="list-style-type: none"> The Composition Process Major Work Reflection Statement The Major Work Journal 		Indicative hours (60) 40 20 60 60	
Particular Course Requirements: Preliminary English (Extension) course requires: <ul style="list-style-type: none"> 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 The HSC English (Extension) course 1 requires: <ul style="list-style-type: none"> 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 The HSC English (Extension) course 2 requires: <ul style="list-style-type: none"> students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement 			
Assessment: HSC Extension Course 1			
External Assessment	Weighting	Internal Assessment Extension 1	Weighting
Texts, culture & value	50 marks	Knowledge and understanding of complex texts and of how and why they are valued	50
		Skills in complex analysis, sustained composition and independent investigation	50
			100

Assessment: HSC Extension Course 2			
External Assessment	Weighting	Internal Assessment Extension 2	Weighting
Major work	50 marks	Skills in extensive independent research	50
		Skills in sustained composition	50
			100

Exclusions: English (Advanced); English (Extension)
The EAL/D English course is open only to students who have been in Australia for five years or less

Course Description:

English EAL/D is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by the course entry requirements. The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English, 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.

Main Topics Covered:**Indicative hours****Preliminary Course****(120)**

- Module A: Language and Texts in Context 30 – 40
- Module B: Close Study of Text 30 – 40
- Module C: Texts and Society 30 – 40
- Option teacher-developed module up to 30

HSC Course

- Module A: Texts and Human Experiences 30
- Module B: Language, Identity and Culture 30
- Module C: Close Study of Text 30
- Focus on Writing (studies concurrently with the above modules) 30

Particular Course Requirements**The Preliminary course requires:**

- no prescribed texts for Year 11
- students to study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.
- students to study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

The Year 11 course requires students to support their study of texts with their own wide reading

The HSC course requires:

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

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

The selections of texts for the Focus on Writing module do not contribute to the required pattern of prescribed texts for the course.

- Students must study ONE related text in Module A: Texts and Human Experiences.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Paper 1 <i>Texts and Human Experiences</i>	45	Knowledge and understanding of course content	50
Paper 2 <i>Listening paper</i>	15		50
	100		100

Course: English Studies

2 units for each of Preliminary and HSC

Exclusions: English (Advanced); English (Standard); English (ESL); English (Extension); Mass Media Studies

Course Description:

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

Main Topics Covered

Indicative hours

Preliminary Course:

(120)

- Mandatory module – Achieving through English: English in education, work and community 30 - 40
- An additional 2 – 4 modules to be studied 20 – 30 each

HSC Course

- Mandatory common module: Texts and Human Experiences 30
- An additional 2 – 4 modules to be studied 20 – 45 each

Particular Course Requirements

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

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

In Year 12 students will **also** be required to:

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

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

Additional Requirements

In Year 12 students are **required** to:

- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year

engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Students can opt to sit external exam to gain an ATAR		Knowledge and understanding of course content	50
		Skills in: <ul style="list-style-type: none">• comprehending texts• communicating ideas• using language accurately, appropriately and effectively	50
	100		100

Course: Enterprise Computing		2 units for each of Year 11 & Year 12	
Exclusions: Computing Technology (Life Skills), Technology (Life Skills)			
Desirable Skills and Aptitudes; self-directed and ability to work independently			
Course Description:			
<p>The study of Enterprise Computing in Years 11 and 12 enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.</p> <p>Through the study of Enterprise Computing students will develop skills to:</p> <ul style="list-style-type: none"> · think creatively, devise solutions and communicate information using a variety of computing resources · apply computing technologies and systems thinking to data analysis · solve (or improve) enterprise challenges, such as those relating to social, commercial or industrial issues 			
Main Topics Covered:			
Year 11 Course:			
Students will learn about the tools and resources used in data manipulation and storage as well as the social, ethical and legal implications of data handling and storage.			
Topics Covered:			
<ul style="list-style-type: none"> · Interactive Media and the User Experience · Networking Systems and Social Computing · Principles of Cybersecurity 			
Year 12 Course			
The Year 12 course builds and extends this knowledge and understanding, and these skills, culminating in the development of a major enterprise computing project.			
Topics Covered:			
<ul style="list-style-type: none"> · Data Science · Data Visualisation · Intelligent Systems · Enterprise Project (Major Project) 			
Particular Course Requirements:			
There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course.			
It is expected that a significant proportion of time be devoted to integrated practical activities.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100%	Knowledge and understanding of course content	50%
		Knowledge and skills in the practical application of the content	50%
	100		100%

Course: Food Technology

2 units for each of Preliminary and HSC

Exclusions: Nil

Desirable Skills and Aptitudes; self-directed and ability to work independently

Course Description:

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas. The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

Assessment: HSC course only:

External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination	100	<ul style="list-style-type: none">• Knowledge and understanding of course content• Knowledge and skills in designing, researching, analyzing and evaluating• Skills in experimenting with and preparing food by applying theoretical concepts	40 30 30

Course: Geography

2 units for each of Preliminary and HSC

Exclusions: Nil

Course Description:

Geography is an investigation of the earth and its people through case studies, fieldwork, geographic skills and the study of contemporary issues. Geography stimulates a natural curiosity about how and why the world's people and their environment are so varied, and what our role in the world is.

Studies in both physical and human geography provide an important information base on which students investigate contemporary geographical issues to empower them to take an active role in shaping future society.

Main Topics Covered:

Preliminary Course

Earth's Natural Systems	(40 hours)
People, Patterns and Processes	(40 hours)
Human Environmental Interactions	(20 hours)
Geographical Investigation	(20 hours)

HSC Course

Global Sustainability	(30 hours)
Rural Urban Places	(45 hours)
Ecosystems and Global Biodiversity	(45 hours)

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Particular Course Requirements:

Students complete a Geographical Investigation in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	20	Knowledge and understanding of course content	40
Section I		Geographical tools and skills	20
Multiple choice	40	Geographical inquiry and research, including fieldwork	20
Section II		Communication of geographical information, ideas and issues in appropriate forms	20
Short answers	40		
Section III			
2 extended responses			
	100		100

Course: Industrial Technology – Graphics

2 units for each of Preliminary and HSC

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses. Note: Students can only study one Industrial Technology in Stage 6

Desirable Skills and Aptitudes; creativity, self-directed and ability to work independently

Course Description:

Industrial Technology Graphics at Stage 6 will develop a student's knowledge and understanding of the Graphics industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the Timber and Furniture industry.

Main Topics Covered:

Preliminary Course

The following sections are taught in relation to the Graphics industry:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design – elements and principles, types of design, quality, influences affecting design
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies
- Production – display a range of skills through the construction of a number of projects
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study
- Major Project
 - Design, Management and Communication
 - Production
- Industry Related Manufacturing Technology

Particular Course Requirements:

In the Preliminary course, students design, develop and produce a number of projects. Each project will include a management folio. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and produce a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

Course fees Apply.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A one and half hour written examination	40	Knowledge and understanding of course content	40
Major Project and related management folio	60	Knowledge and skills in the design, management, communication and production of a major project	60

Course: Industrial Technology - Multimedia		2 units for each of Preliminary and HSC	
Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses. Note: Students can only study one Industrial Technology in Stage 6			
Desirable Skills and Aptitudes; creativity, self-directed and ability to work independently			
<p>Course Description: Industrial Technology Multimedia at Stage 6 will develop a student's knowledge and understanding of the Multimedia industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>The Focus Area includes Multimedia Industries and Technologies including desktop publishing, video, audio, animation, 3D modelling, special effects, game design, web design and the use of Adobe Creative Suite.</p>			
Main Topics Covered:			
Preliminary Course			
The following sections are taught in relation to the multimedia industry:			
<ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety • Design – elements and principles, types of design, quality, influences affecting design • Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies • Production – display a range of skills through the construction of a number of projects • Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies 			
HSC Course			
The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:			
<ul style="list-style-type: none"> • Industry Study • Major Project <ul style="list-style-type: none"> ○ Design, Management and Communication ○ Production • Industry Related Manufacturing Technology 			
Particular Course Requirements:			
<p>In the Preliminary course, students must design, develop and produce a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p> <p>Course Fees Apply.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A one and half hour written examination	40	Knowledge and understanding of course content	40
Major Project and related management folio	60	Knowledge and skills in the design, management, communication and production of a major project	60

Course: Industrial Technology –
Timber Products and Furniture Technologies

2 units for each of Preliminary and HSC

Exclusions: Students can only study one Industrial Technology in Stage 6

Desirable Skills and Aptitudes; creativity, self-directed and ability to work independently

Course Description:

Industrial Technology Timber at Stage 6 will develop a student's knowledge and understanding of the Timber and Furniture industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the Timber and Furniture industry.

Main Topics Covered:

Preliminary Course

The following sections are taught in relation to the Timber and Furniture industry:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design – elements and principles, types of design, quality, influences affecting design
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies
- Production – display a range of skills through the construction of a number of projects
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study
- Major Project
 - Design, Management and Communication
 - Production
- Industry Related Manufacturing Technology

Particular Course Requirements:

In the Preliminary course, students design, develop and produce a number of projects. Each project will include a management folio. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and produce a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

Course Fees Apply.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A one and half hour written examination	40	Knowledge and understanding of course content	40
Major Project and related management folio	60	Knowledge and skills in the design, management, communication and production of a major project	60
	100		100

Course: Investigating Science		2 units for each of Year 11 and Year 12	
Exclusions: Only a maximum of 6 Science units can be studied in Year 11.			
<p>Course Description: The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.</p> <p>Year 11 students:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of cause and effect • develop knowledge and understanding of models, theories and laws. <p>Year 12 students:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of science and technology • develop knowledge and understanding of contemporary issues involving science. <p>NOTE: If you are considering doing extension science in Year 12, this course is excellent preparation.</p>			
<p>Main Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Observing • Inferences and Generalisations • Scientific Models • Theories and Laws <p>+ Depth Study</p>		<p>Year 12 Course</p> <ul style="list-style-type: none"> • Scientific Investigations • Technologies • Fact or Fallacy? • Science and Society <p>+ Depth Study</p>	
<p>A depth study may be a single investigation/activity or series of investigations/activities. The depth study may be designed for the course cohort or a single class or be determined by individual students. A range of task types may be used when assessing a depth study or an aspect of a depth study. In many cases, a report that explains the process undertaken throughout the depth study with an analysis of the final product or result will be an appropriate format for an assessment task. Other examples include written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork.</p>			
<p>Particular Course Requirements: Students attempting Investigating Science should also select Mathematics 2 Unit and have achieved no lower than a C grade in Year 10 Science. Practical experiences should occupy a minimum of 35 indicative hours in Year 11 and in Year 12</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Skills in Working Scientifically Knowledge and Understanding	60 40	Skills in Working Scientifically Knowledge and Understanding	60 40
	100		100

Course: Japanese Beginners

2 units for each of Preliminary and HSC

Exclusions: Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to [ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.](#)

Course Description:

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the *personal world* and the *Japanese-speaking communities*, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

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

Main Topics Covered:

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

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of 2.5 hours		Listening skills	30
Section I Listening	30	Speaking skills	20
Section II Reading	30	Reading skills	30
Section III Writing in Japanese		Writing skills	20
Part A 2 short answer questions	10		
Part B 1 extended response	10		
An oral examination:	20		
	100		100

Course: Japanese Continuers

2 units for each of Preliminary and HSC

Prerequisites: School Certificate Japanese or equivalent knowledge is assumed.

Exclusions: Japanese Beginners; Heritage Japanese; Japanese Background Speakers

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to [ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.](#)

Course Description:

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Main Topics Covered:

Themes:

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

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying Japanese culture through texts

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of 3 hours Section I – Listening and Responding	25	Speaking	20
Section II – Reading and Responding		Listening	25
Part A Two questions containing short-answer and/or objective response parts	40	Reading	40
Part B One extended response question		Writing	15
Section III – Writing in Japanese	15		
One short-answer question			
Candidates answer one extended response alternative	20		
Oral examination			
	100		100

Course: Legal Studies		2 units for each of Preliminary and HSC	
Exclusions: Nil			
Course Description: The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. Real life cases are used to add depth and dimension to the students understanding. The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.			
Main Topics Covered:			
Preliminary Course			
• The Legal System		(40% of course time)	
• The Individual and the Law		(30% of course time)	
• Law in Practice		(30% of course time)	
HSC Course			
• Core Part I: Crime		(30% of course time)	
• Core Part II: Human Rights		(20% of course time)	
• Part III: Two Options		(50% of course time)	
Two Focus Studies are chosen from consumers, family, global environment and protection, Indigenous people, family, shelter, workplace and world order.			
Key themes incorporated across all topics: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.			
Particular Course Requirements: Completion of the Preliminary course is a prerequisite to the study of the HSC course.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination: Section I: Core Crime (15) and Human Rights(5) Multiple choice questions	20	Knowledge and understanding of course content Inquiry and research	40 20
Section II: Core Part A Human Rights Short-answer questions Part B Crime One extended response question	15 15	Communication of Legal Studies information, issues and ideas in appropriate forms	20
Section III: Options Two extended response questions	50	Analysis and Evaluation	20
	100		100

Course: Mathematics Standard		2 Units for Preliminary	
Mathematics Standard 1		2 Units for HSC (ATAR optional on completion of assessments and HSC exam)	
Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 1			
Course Description:			
<p>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.</p>			
Main Topics Covered			
Preliminary		HSC Course	
<ul style="list-style-type: none"> • Financial Mathematics • Statistical Analysis • Measurement • Algebra 		<ul style="list-style-type: none"> • Financial Mathematics • Statistical Analysis • Measurement • Algebra • Networks 	
Particular Course Requirements: Students must have achieved the outcomes of the Stage 5.1 and 5.2 course for stage 5.			
Assessment HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
<i>Examination specifications for Mathematics Standard 1 and Mathematics Standard 2 will be available in Term 3 2019. Students may elect to undertake a HSC exam for the purpose of achieving an ATAR</i>		Understanding, fluency and communication	50
		Problem solving, reasoning and justification	50
		<i>For Yr 12 – a maximum of four assessment tasks</i>	
			100

Course: Mathematics Standard 2		2 Units HSC only	
Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 2			
Course Description: Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.			
Main Topics Covered			
Preliminary		HSC Course	
<ul style="list-style-type: none"> • Financial Mathematics • Statistical Analysis • Measurement • Algebra 		<ul style="list-style-type: none"> • Financial Mathematics • Statistical Analysis • Measurement • Algebra • Networks 	
Particular Course Requirements: Students must have achieved the outcomes of the Stage 5.1 and 5.2 course for stage 5.			
Assessment HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
<i>Examination specifications for Mathematics Standard 1 and Mathematics Standard 2 will be available in Term 3 2019</i>		Understanding, fluency and communication	50
		Problem solving, reasoning and justification	50
		<i>For Yr 12 – a maximum of four assessment tasks</i>	
			100

Course: Mathematics		2 units for each of Preliminary and HSC	
Exclusions: Students may not study Mathematics Standard Stage 6 in conjunction with this course.			
Course Description: The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of, and competence in, some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or Mathematics Extension 2 course.			
Main Topics Covered:			
Preliminary Course <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Exponential and Logarithmic Functions • Statistical Analysis 		HSC Course <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Financial Mathematics • Statistical Analysis 	
Particular Course Requirements: This course has prerequisites. Students must have achieved the outcomes in the core of the Stage 5.3 (Advanced) course, along with the recommended options.			
Assessment: HSC course only Assessment of the HSC course may include up to 20% of Preliminary content.			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination consisting of two sections Section I Objective response questions Section II Short answer questions 6 questions worth 15 marks each . Board-approved calculators, geometrical instruments and approved geometrical templates may be used.	10 90	A variety of assessment tasks across all the content of the course. Concepts, skills and techniques Reasoning and communication HSC assessment tasks may include up to 20% of Preliminary course content.	 50 50
	100		100

Course: Mathematics Extension 1		1 unit additional to the Mathematics 2 unit course in each of Preliminary and HSC	
Exclusions: Students may not study Mathematics Standard Stage 6 in conjunction with this course.			
Course Description: The content of this course, which includes the whole of the Mathematics course, and its depth of treatment, indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the Mathematics Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2			
Main Topics Covered:			
Preliminary Course		HSC Course	
<ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Combinatorics 		<ul style="list-style-type: none"> • Proof • Vectors • Trigonometric Functions • Calculus • Statistical Analysis 	
Particular Course Requirements: This course has prerequisites. Students must have highly achieved the outcomes in the core of the Stage 5.3 (Advanced) course, along with the recommended options.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Two written examination papers Paper 1: Total 100 marks This paper is identical to the Mathematics paper. Paper 2: Total 70 marks Section I Objective response questions Section II Short answer questions 4 questions worth 15 marks each Board-approved calculators, geometrical instruments and approved geometrical templates may be used.	100 70 10 60	A variety of assessment tasks across all the content of the course. Concepts, skills and techniques Reasoning and communication (Bracketed figures are the assessment weightings for students studying Extension2)	50 (100) 50 (100)
	170		50 (200)

Course: Mathematics Extension 2		1 unit additional to the Mathematics Extension 1 course for the HSC year only	
Exclusions: Students may not study Mathematics or Mathematics Standard Stage 6 in conjunction with this course.			
Course Description: The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.			
Main Topics Covered:			
<ul style="list-style-type: none"> • Proof • Vectors • Complex Numbers • Calculus • Mechanics 			
Particular Course Requirements: This course has prerequisites. Students must have a special interest in mathematics and have shown that they possess a special aptitude for the subject. Students able to do this course will be informed at the end of the Preliminary course.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Two written examination papers Paper 1: Total 70 A two hour written examination identical to the two hour paper for Mathematics Extension 1 Paper 2: Total 100 A three hour written examination Section I Objective response questions Section II Short answer questions 6 questions worth 15 marks each Board-approved calculators, geometrical instruments and approved geometrical templates may be used.	70 10 90	A variety of assessment tasks across all the content of the course. Concepts, skills and techniques Reasoning and communication	50 50
	170		100

Course: Modern History 2 units for each of Preliminary and HSC

Exclusions: Nil

Course Description

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

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

Main Topics Covered

Preliminary Course (120 Indicative Hours)

- **Section I (60 hours)**

Investigating Modern History

- The Nature of Modern History
- Case Studies

- **Section II (20 hours)**

Historical Investigation

- **Section III (40 hours)**

The Shaping of the Modern World

Studies undertaken in the Year 11 course will be selected from a range of societies. The Historical Investigation and choice of topics in Sections I and II must not overlap with or duplicate significantly any topic attempted for the Modern History or History Extension courses.

HSC Course (120 Indicative Hours)

- **Section I: Core Study – Power and Authority in the Modern World (30 hours)**
- **Section II: National Studies (30 hours)**
- **Section III: Peace and Conflict (30 hours)**
- **Section IV: Change in the Modern World (30 hours)**

Students complete studies in the HSC course from a number of different societies, including at least one non-European/Western topic as outlined in the Modern History HSC Syllabus.

Assessment Components and Weighting for Preliminary and HSC Modern History

Component	Weighting
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
Total	100

Course: Music 1		2 units for each of Preliminary and HSC	
Exclusions: Music 2			
Course Description: In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.			
Main Topics Covered: Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.			
Particular course requirements: This course has prerequisites Prerequisites: Music mandatory course (or equivalent)			
HSC course In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination of 1hour Aural Skills Four short-answer questions	30	Core performance Core composition Core musicology Core aural	10 10 10 25
Practical examination – Core Performance (one piece)	20*	Elective 1 Elective 2 Elective 3	15 15 15
Electives Three electives from any combination of: Performance (one piece) Composition (one submitted composition) Musicology (one <i>viva voce</i>) • Elective 1 • Elective 2 • Elective 3	20* 20* 20*		
	110		100

*The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

Course: Music 2		2 units for each of Preliminary and HSC	
Exclusions: Music 1			
Course Description: In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.			
Main Topics Covered: Students study two Mandatory Topics (Music 1600-1900 and Music of the last 25 years – Australian Focus). Additional Topics are chosen from a list of 14 which cover a range of styles, periods and genres.			
Particular course requirements: This course has prerequisites Prerequisites: Music Elective Course (or equivalent)			
HSC course In addition to core studies in performance, composition, musicology and aural, students select one elective from performance, composition or musicology. This elective must represent either the Mandatory or Additional Topic depending on the student's own choice. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Written examination – Musicology and Aural Skills Four Questions	35	Core performance Core composition Core musicology Core aural	20 20 20 20
Practical examination Performance Sight-singing	15 5	Elective	20
Core Composition	15		
Elective Performance, Composition or Musicology	30		
	100		100

Course: Personal Development, Health and Physical Education 2 units for each of Preliminary and HSC

Exclusions: Nil

Course Description:

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

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

Main Topics Covered:

Preliminary Course

Core Topics

- Better Health for Individuals (30%)
- The Body in Motion (30%)

Optional Components

- First Aid (20%)
- Fitness Choices (20%)

HSC Course

Core Topics

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

Optional Components

- Sports Medicine (20%)
- Improving Performance (20%)

Particular Course Requirements:

The Preliminary course is a prerequisite for the HSC course.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination		Knowledge and understanding of:	40
Section I - Core		• factors that affect health	
Part A	20	• the way the body moves	
Objective response question			
Part B	40	Skills in:	30
short answer questions		• influencing personal and community health	
Section II - Options	40	• taking action to improve participation and performance in physical activity	
Candidates answer both questions on the two options they have studied			
• The first question may contain parts	8	Skills in critical thinking, research and analysis	30
• The second question is an extended response question	12		
	100		100

Course: Physics

2 units for each of Year 11 and Year 12

Exclusions: Only a maximum of 6 Science units can be studied Year 11.

Course Description:

Physics investigates natural phenomena and identifies patterns, and applies models, principles and laws to explain their behaviour.

The Year 11 course develops a knowledge of waves, motion, forces, fields, electricity, magnetism and thermodynamics.

The Year 12 course builds on the concepts of the Year 11 course by expanding on areas such as projectile motion, the motor effect, induction, electromagnetic spectrum, relativity, star processes and the nature of the atom.

Along with developing knowledge of scientific concepts, students will further develop their scientific skills in the areas of questioning, hypothesising, experimenting, analysing and communicating their scientific understanding.

This course has a strong focus on mathematical analysis and therefore students would need to be achieving at a high level in Year 10 Mathematics in order to succeed satisfactorily.

Main Topics Covered:

Year 11 Course

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism
- + Depth Study

Year 12 Course

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

A depth study may be a single investigation/activity or series of investigations/activities. The depth study may be designed for the course cohort or a single class or be determined by individual students. A range of task types may be used when assessing a depth study or an aspect of a depth study. In many cases, a report that explains the process undertaken throughout the depth study with an analysis of the final product or result will be an appropriate format for an assessment task. Other examples include written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork.

Particular Course Requirements:

Students attempting Physics should also select Mathematics 2 Unit and have achieved no lower than a C grade in Year 10 Science.

Practical experiences should occupy a minimum of 70 indicative hours across Year 11 and Year 12.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Skills in Working Scientifically Knowledge and Understanding	60 40	Skills in Working Scientifically Knowledge and Understanding	60 40
	100		100

Course: Society and Culture		2 units for each of Preliminary and HSC	
Exclusions: Nil			
Course Description: Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).			
Main Topics Covered: Preliminary Course		HSC Course Core Topics	
<ul style="list-style-type: none"> The Social and Cultural World – the interactions between persons and groups within societies Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them 		<ul style="list-style-type: none"> Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study The Personal Interest Project (PIP) – an individual research project 	
		Depth Studies Two to be chosen from:	
		<ul style="list-style-type: none"> Popular Culture – the interconnection between popular culture, society and the individual Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours. 	
Particular Course Requirements: Completion of Personal Interest Project.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Written examination Section I – Core Objective response questions Short-answer questions	8 12	Knowledge and understanding of course content Application and evaluation of social and cultural research methodologies	50 30
Section II – Depth Studies Candidates answer two questions on separate Depth Studies, each of two parts (worth 5 and 15 marks)	40	Communication of information, ideas and issues in appropriate forms	20
Personal Interest Project	40		
	100		100

Course: Software Engineering		2 units for each of Year 11 and Year 12	
Exclusions: Computing Technologies (Life Skills)			
Desirable Skills and Aptitudes; strong mathematics, self-directed and ability to work independently			
<p>Course Description: The study of Software Engineering 11–12 enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.</p> <p>Through the study of Software Engineering students will develop;</p> <ul style="list-style-type: none"> · a capacity to think creatively to develop and program software solutions · an ability to apply knowledge, understanding and thinking skills to develop and communicate solutions to real-world problems 			
<p>Main Topics Covered:</p> <p>Year 11 Course The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> · Programming Fundamentals · Hardware and software · Software development approaches <p>Year 12 Course The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> · Secure Software Architecture · Programming for the Web · Software Automation · Software Engineering Project 			
<p>Particular Course Requirements: There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course. The Software Engineering Course Specifications are an integral part of the course content for Year 11 and Year 12 and indicate the depth of study required for some concepts in the Software Engineering syllabus</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100%	Knowledge and understanding of course content	50%
		Knowledge and skills in the design and development of software solutions	50%

Course: Visual Arts		2 units for each of Preliminary and HSC	
Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course: Photography and Visual Design: Products developed cannot be used as all or part of a Body of Work in Visual Arts			
Course Description: Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.			
Main Topics Covered: Preliminary Course learning opportunities focus on: <ul style="list-style-type: none"> • The nature of practice in art making, art criticism and art history through different investigations • The role and function of artists, artworks, the world and audiences in the art world • The different ways the visual arts may be interpreted and how students might develop their own informed points of view • How students may develop meaning and focus and interest in their work • Building understandings over time through various investigations and working in different forms. HSC Course learning opportunities focus on: <ul style="list-style-type: none"> • How students may develop their own practice of art making, art criticism, and art history, applied to selected areas of interest • How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations • How students may learn about the relationships between artists, artworks, the world and audiences within the art world • How students may further develop meaning and focus in their work. 			
Particular Course Requirements: Preliminary Course <ul style="list-style-type: none"> • Artworks in at least two expressive forms and use of a process diary • a broad investigation of ideas in art criticism and art history HSC Course <ul style="list-style-type: none"> • development of a body of work and use of a process diary • a minimum of five case studies (4–10 hours each) • deeper and more complex investigations of ideas in art criticism and art history. 			
Assessment : HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written examination Section I Short answers questions	25	Development of the body of work	50
Section II One extended response	25	Art criticism and art history	50
Submission of a body of work	50		
	100		100

COURSE DESCRIPTIONS

Content Endorsed Courses

There is no external examination for Content Endorsed Courses. Assessment is school based.

All Content Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admissions Index (ATAR).

Content Endorsed Syllabuses state the unit value of the course. Some Content Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

Course: Marine Studies		2 units for each of Year 11 and Year 12
Exclusions: Nil Note: This is a non ATAR course		
<p>Course Description: Marine Studies is the study of the Marine environment with emphasis placed on unique ecosystems, ethical use of the marine environment while providing students with valuable marine based leisure experiences. The Preliminary course incorporates the practice of first aid, studies on different marine habitats, human impact on ecosystems and employment opportunities.</p> <p>The HSC course builds upon the Preliminary course. It provides students the opportunity to study optional modules in the areas of Marine organisms, Marine ecosystems, field studies, aquaculture, boating and Marine Archaeology. The options cover a wide variety of interest topics and draw on the importance of Marine studies in areas of current research and exploration.</p>		
Main Topics Covered:		
<p>Preliminary Core Modules</p> <ul style="list-style-type: none"> • Marine Safety and First Aid • The Marine Environment • Life in the Sea • Humans in Water • Marine and Maritime Employment 	<p>Some Preliminary and HSC Course Option Modules:</p> <ul style="list-style-type: none"> • Commercial and Recreational Fishing • Marine Aquarium • Seafood Handling and Processing • Boating and Seamanship • Marine Engineering 	
Particular Course Requirements: The course includes field studies, theory and practical work.		
Assessment: HSC course only		
Internal Assessment	Weighting	
Knowledge and understanding	40	
Skills in planning and conducting first-hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources	30	
Skills in communicating information and understanding, developing scientific thinking and problem-solving techniques, working individually and in teams	30	
	100	

Exclusions: Products developed cannot be used as all or part of a Body of Work in Visual Arts.**Course Description:**

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world.

Explore contemporary artistic practices that make use of photography, video and digital imaging.

Experiment with more contemporary developments in photography and in the fields of video and digital imaging (still and moving).

Investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia.

The study of Photography, Video and Digital Imaging will support students in developing a commitment to and capacity for lifelong learning in one or more of these fields. This may lead to further post-school study at university or TAFE, or vocational training in the context of the workplace.

Main Topics Covered:

Modules may be selected in any of the three broad fields of:

Wet photography

Video

Digital Imaging

Modules include:

Introduction to the Field

Developing a point of view

Traditions, Conventions, Styles and genres

Manipulated Forms

The Arranged Image

Temporal Accounts.

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

Particular Course Requirements:

Modules may be selected from any of the fields (as well as the Individual/Collaborative Project) to construct a 60 hour, 120 hour or 240 hour course.

Students are required to keep a diary over the duration of the course. Students should document the technical aspects of their work in any of the fields and should note the development of concepts and ideas, points of departure and changes in direction in their diaries.

Assessment: There is no external examination in Stage 6 Content Endorsed Courses.

Internal Assessment:

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content
- skills outcomes and content.

The following components and weightings are to apply:

Component	Weighting
Making	70
Critical and historical studies	30

Course: Sport, Lifestyle and Recreation Studies

2 units each for Preliminary and HSC

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

Course Description:

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

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

The course aims to:

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

Main Topics Covered:

Preliminary Course

- Athletics
- Games and Sports Applications I
- Healthy Lifestyle
- Social Perspectives of games and Sports
- Sports Administration

HSC Course

- Games and Sports Applications II
- Individual Games and Sports Applications
- Resistance Training
- Sports Coaching and Training

Particular Course Requirements:

The course comprises of 15 optional modules. Students are to complete a minimum of six modules. The time allocated for each module is 20–40 hours. Students are required to complete 120 hours in the Preliminary Course and 120 hours in the HSC Course.

Assessment: There is no external examination in Stage 6 Content Endorsed Courses.

Internal Assessment:

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content and
- skills outcomes and content.

The following components and weightings apply:

Component	Weighting (%)
Knowledge and Understanding	50
Skills	50

Exclusions: Products developed cannot be used as all or part of a Body of Work in Visual Arts

Course Description:

Designed images and objects such as ceramics, jewellery, clothing, furniture, posters, publications and built environments are closely related to the works produced by artists. Both can communicate ideas about our world and ourselves.

Visual Design provides opportunities for students to pursue their abilities and interests in design fields that offer a wide range of tertiary courses and work opportunities.

Visual Design encourages students to:

Explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies

Promote imaginative and innovative approaches to design within the context of the Australian environment and culture

Pursue their interests in the products, materials, techniques and technologies that have a personal and social relevance and provide course modules that challenge and extend their intellectual and technical skills.

Main Topics Covered:

The course encourages students to explore and investigate their natural and made world and to use the perceptions gained through these experiences as a basis for developing and giving form to their ideas in the different fields of graphic design, wearable design, product design and interior/exterior design. It enables students to pursue their interests in the products, materials, techniques and technologies that have a personal and social relevance and provides course modules that challenge and extend their intellectual and technical skills. These modules also provide for design projects that promote collaboration among students.

Particular Course Requirements:

Modules may be selected from any of the fields (as well as the Individual/Collaborative Project) to construct a 60 hour, 120 hour or 240 hour course.

Students are required to keep a diary over the duration of the course. Students should document the technical aspects of their work in any of the fields and should note the development of concepts and ideas, points of departure and changes in direction in their diaries.

Assessment: There is no external examination in Stage 6 Content Endorsed Courses.

Internal Assessment:

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content
- skills outcomes and content.

The following components and weightings are to apply:

Component	Weighting
Making	70
Critical and historical studies	30

Course: Work Studies		2 units for each of Preliminary and HSC	
This is a Content Developed Course and will not be counted towards an ATAR.			
Course Description: <i>Work Studies</i> is designed to encourage cooperative learning, flexible timelines and supportive feedback. It consistently promotes positive behaviours that lead to a successful transition to the workplace, further education and training and preparation for the future world of work.			
Main Topics Covered: Students will need to complete a CORE subject: 'My Working Life.' The core subject is then supported by the completion of up to 11 Elective Modules.			
Course Structure: The content is organised into one core module of 30 hours, plus elective modules. It is a flexible structure designed to support the diverse needs of students. Elective modules may be studied: <ul style="list-style-type: none"> • between 15 and 30 indicative hours • in any order or pattern, with the exception that some modules require the completion of prerequisite modules. Teachers can determine whether some students, through other learning opportunities and/or experiences, have completed appropriate prior learning that would allow them to undertake a module without completion of the prerequisite module. 			
Assessment:			
Year 11	Weighting	Year 12	Weighting
Task One: Term 1 My Working Life Career Plan Research Task	30	Task One: Term 4 Workplace Communication	30
Task Two: Term 2 Resume and Job Application	30	Task Two :Term 1 Personal Finance	30
Task Three: Term 3 Work Experience Presentation	40	Task Three: Term 2 In Class Exam	40
	100		100

EXPLORING EARLY CHILDHOOD

Course Contribution: \$20.00 per year for consumables used for practical experiences and activities within the course.

This course counts towards an HSC but does not count towards an ATAR

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood setting and considers these in relation to the students themselves, their family and the community.

Topics include Child Growth and Development, Pregnancy and Childbirth, Food and Nutrition, Children's Learning Experiences, Play and the Developing Child, Starting School, Children's Services Industry, Children with Special Needs and Promoting Positive Behaviour.

Practical experiences include playgroup and preschool visits for students to work with young children; Baby Think It over program where students adopt a simulated baby for a few days and nights and experience the demands of caring for a newborn; Infant and Primary school visit/s to assist in classroom learning experiences for young children.

This course is recommended for students who have an interest in working with and understanding the needs of young children. Career paths this course can assist with are Early Childhood Teacher, Primary Teaching, TAS Teacher, Nurse, Recreational and Activities Coordinators, Childcare Worker, Community Workers. Credit Transfer is given in further childcare TAFE studies.

Vocational Education and Training Courses (VET) Information

Vocational Education and Training

This information is provided to inform you of your opportunities as a VET student and the facts about the benefits a VET course can bring.

VET can provide you with skills and knowledge that will improve your job prospects and prepare you for entry to the world of work and employment.

Government schools in the South Western Sydney Region are part of one Registered Training Organisation (RTO) The RTO is registered on the National Training Information Service - the code is 90072. This means the training you receive must meet national industry standards and the qualifications you receive must be recognised nationally by employers and other training organisations.

Why are VET qualifications important?

Vocational training courses provide you with the opportunity to develop the skills, knowledge and understandings required by industry for employment in a related occupation.

The courses provide you with training, and then with the opportunity to be assessed against industry-determined standards. The assessment does not compare you against other students - it compares each individual against the “competence” requirements set down by industry.

Vocational training courses also count towards meeting Higher School Certificate requirements. Some also allow you to include a mark from the course in the calculation of your Australian Tertiary Admission Rank (ATAR).

Information on the course of study you may undertake is contained in the syllabus document issued by NESA NSW Education Standards Authority and your school. Refer to www.educationstandards.nsw.edu.au NESA issues qualifications for school RTOs. These are in addition to your HSC qualifications. This is why VET courses studied as part of a HSC are known as **Dual Accredited**.

Industry identifies the units of competency that must be achieved to gain a Vocational Certificate. At the conclusion of the course, all students will receive either a **Statement of Attainment** or a **Certificate** listing all Units of Competency achieved.

So what is competence?

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. When you successfully demonstrate your competence against a particular standard you will be judged as “**competent**”. There is no pass/fail. You are either “competent” or “not yet competent”. The units of competency you achieve will be recognised on a vocational qualification.

Supporting student learning needs

We support your learning through:

- developing links with industry to provide you with the opportunity to develop skills in a real industry setting;
- providing a safe and healthy learning environment - both within the school and in work placement;
- counselling and careers advisory services;
- specialist staff to assist with literacy, language and numeracy skills;
- specialist support staff, facilities and learning materials for students with disabilities;
- specialist support staff for Aboriginal and Torres Strait Islander students and students from non-English speaking backgrounds.

Quality Training

- Our teachers have industry qualifications and are trained to assess in workplace settings.
- VET teachers have undergone additional training and assessment to ensure they meet national industry standards.
- We are committed to improving facilities within our schools and our links with industry to ensure that our training provision meets industry standards and needs.
- Valuing the views of employers and students on the quality of our training provision.
- Providing students with timely advice and support their learning.

How does VET assessment occur?

Your competence can only be measured (assessed) by a qualified teacher and/or another industry-qualified assessor. Teachers will usually organise a number of chances for students to demonstrate a competency. You may seek further opportunities to demonstrate those competencies, but these need to occur without disruption to the work of fellow students. If you believe that you have not been fairly assessed you have a right of appeal. Refer to the “if I believe my rights have not been met...” further on in this section. The school’s assessment policy provides full details of how each unit of competency will be assessed and the appeals processes. Consistent attendance and sustained effort at all course activities are essential for gaining the qualification and meeting HSC requirements.

About Results and Records

As you demonstrate competence, your teacher or another qualified assessor will record this. The teacher keeps a record of competencies achieved by each student. It is your responsibility as a student to access these records at least twice a year. At the end of each school term your teacher will record through NESAs the units of competency which you have achieved competency during the term. Students can access their NESAs VET records online at www.studentonline.nesa.nsw.edu.au

About Examinations

In some vocational courses you can choose to undertake a HSC examination in order to count the course towards your ATAR for possible direct university entry. If you are ill or injured and are unable to sit the formal HSC examination NESAs will ask the school to provide an estimate mark to determine your HSC result. You may be required to undertake exams throughout the course so that your teacher has the “HSC estimate mark” NESAs might require. These exams also help prepare you for the HSC examination. The teacher may also use those exams as a means of assessing your competencies.

What is RPL?

RPL stands for Recognition of Prior Learning. If through previous work or life experiences, you have already developed high level skills in this course area we may be able to recognise those skills. If so, you would not have to repeat that training. Discuss this with your teacher.

If you have already completed all or part of a similar vocational course elsewhere – perhaps at TAFE – we will recognise your previous studies and results. You will not have to repeat that training and assessment. You will need to produce evidence – for example, a result notice, certificate or competency record. However, we will need to assess your skills to ensure they are at industry standard. The cost of this assessment activity has to be met by the student. You can negotiate appropriate assessment arrangements with your teacher.

Your teacher or the school’s VET Coordinator can provide more details of the RPL process.

Course Costs

You will have to pay:

- costs of required uniforms and safety clothing
- costs of materials used in your training.
- course costs for the White Card Induction certificate as part of the Construction and Entertainment courses, and First Aid Certificate for Sports Coaching
- the costs of work placement travel.

What about Work Placement?

Work placement is compulsory for all VET students. This is a NESAs requirement. The minimum hours of work placement vary but, in general, you are required to undertake at least 70 hours of work placement. Your teacher will provide details. Work placement is organised for you through a work placement service, an organisation set up by the region's schools and employers to coordinate the placement of students into workplaces. Your teacher and your local work placement coordinator will provide details of work placement arrangements.

You are not paid during work placement. The Department of Education and Training provides insurance coverage for you while on workplace learning programs. However, the insurance cover is **not valid** for any student who takes payment during the placement

Students who have not completed their Year 11 work placement by early Term 4 may be notified of a NESAs 'N' determination by their school principal. When you complete the outstanding work placement before the end of Term 4, the 'N' determination can be withdrawn.

Paid work can contribute to meeting your work placement requirement, if you are working, or have recently worked, in a related casual job. Evidence will be needed to be provided of this.

If you have not completed the work placement requirement you will not have the course recognised by NESAs.

Where do you stand?

Your Rights

To be accurately informed by being provided with

- an outline of the course of study I am to undertake;
- information on possible employment outcomes from the course of study;
- information on how and when I will be assessed in the course;
- information about my progress within the course.

To be treated fairly by being

- allowed equal access to a relevant and appropriate course of study;
- appropriately supported in my learning and assessment;
- able to work, and be assessed, without discrimination.

To have my competencies recognised by being

- able to claim recognition for units of competence achieved with other training providers;
- able to claim recognition for competencies that I have already achieved in work or life experiences;
- given opportunities to have my competence assessed or reassessed.

To have the opportunity to evaluate my learning experience by being

- encouraged to provide information and opinion on the effectiveness of the training and assessment provided.

Your Responsibilities

To be properly prepared by

- attending all classes, assessment events and work placement properly equipped and dressed.

To respect the rights and property of others by

- not hindering the work of fellow students, teachers or fellow workers through disruptive behaviour or inappropriate conduct;
- treating fellow students, teachers and other staff, fellow workers and employers with dignity and respect at all times;
- treating the property of fellow students, teachers, employers and the school with care;

- working cooperatively with fellow students, and teachers to ensure the health and safety of all.

To claim my rights appropriately by

- being aware of my rights and seeking advice and assistance where required;
- asserting my rights where needed without treating others unfairly or disrespectfully.

IF I BELIEVE MY RIGHTS HAVE NOT BEEN MET...

You should firstly **discuss it with your class teacher.**

if still not satisfied ... **discuss it with the Head Teacher and/or School VET Coordinator.**

if still not satisfied ... **discuss it with the Principal.**

if still not satisfied ... **Senior Pathways Officer** at the Glenfield Office on 9203 9900.

For further information, contact Mrs Hillier or Mr Abboud at school.

COURSE DESCRIPTIONS

Vocational Education and Training Courses (VET)

Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

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



2024 BUSINESS SERVICES COURSE DESCRIPTION

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

Course: Business Services
Board Developed Course

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

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

BSB30120 Certificate III in Business
Based on Business Services Training Package V. 8.0 release 2

Units of Competency

Core

- BSBCRT311 Apply critical thinking skills in a team environment
- BSBPEF201 Support personal wellbeing in the workplace
- BSBSUS211 Participate in sustainable work practices
- BSBTWK301 Use inclusive work practices
- BSBWHS311 Assist with maintaining workplace safety
- BSBXCM301 Engage in workplace communication

Electives

- BSBTEC201 Use business software applications
- BSBPEF301 Organise personal work priorities
- BSBTEC202 Use digital technologies to communicate in the work environment
- BSBTEC303 Create electronic presentations
- BSBOPS201 Work effectively in business environments
- BSBINS302 Organise workplace information
- BSBTEC301 Design and produce business documents

Recommended Entry Requirements

Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments.

Examples of occupations in the business services industry:

- administration assistant
- office support junior
- information desk assistant
- clerical worker
- receptionist
- data entry operator

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$50

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance.

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

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



Course: **Construction**
Board Developed Course

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

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

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

Mandatory Units of Competency

CPCCCM1012A Work effectively and sustainably in the construction Industry

CPCCCM1013A Plan and organise work

CPCCCM1014A Conduct workplace communication

CPCCCM1015A Carry out measurements and calculations

CPCCCM2001A Read and interpret plans and specifications

CPCCCM2005B Use construction tools and equipment

CPCCWHS1001 Prepare to work safely in the construction industry

CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Electives 6 out of the following

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

Additional units required to attain a HSC credential in this course

CPCCCM2006B Apply basic levelling procedures

CPCCWHS1001 Prepare to work safely in the construction industry.

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

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

*** NB advice provided is based on existing NESA course information, however qualification CPC20220 Certificate II in Construction Pathways and Statement of Attainment toward CPC20120 will be delivered, subject to NESA approval**

Recommended Entry Requirements

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

Examples of occupations in the construction industry:

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

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$ 20 (Year 11)/\$20 (Year 12) Consumables \$30 (Year 11)/\$30 (Year 12) Other (eg: White Card) \$80

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance.

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

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



Course: Entertainment Industry Board Developed Course

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

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

Statement of Attainment towards CUA30420 Certificate III in Live Production and Services Based on CUA Creative Arts and Culture Training Package Version 5.1 (CUA 5.1)

Units of Competency

- CUAIND311 Work effectively in the creative arts industry
CUAIND314 Plan a career in the creative arts industry

Electives

- CPCWHS1001 Prepare to work safely in the construction industry
CUAWHS312 Apply work health and safety practices
CUASOU331 Undertake live audio operations
CUALGT311 Operate basic lighting
CUASTA212 Assist with bump in and bump out of shows
SITXCCS006 Provide service to customers
CUASOU306 Operate sound reinforcement systems
CUAVSS312 Operate vision systems
CUASTA311 Assist with production operations for live performances
CUASMT311 Work effectively backstage during performances

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

Additional requirement: Entertainment Industry Specialisation Course

1 HSC unit only

To receive the full qualification CUA30420 Certificate III in Live Production and Services students must be deemed competent in all units from the 4 unit Preliminary and HSC course listed above and the units in the specialisation course outlined below.

Units of Competency

- BSBPEF301 Organise personal work priorities and development
CUAPPR314 Participate in collaborative creative projects
CUALGT314 Install and operate follow spots

Recommended Entry Requirements

Students selecting this course should be interested in working on the technical production operations of the Entertainment Industry. The course is not about performance and entertaining others. Students will study Audio, Customer Service, Lighting, Safety, Staging, Vision and working in the Entertainment Industry and workplace.

Examples of occupations in the Entertainment Industry

- Sales/Merchandising Assistant, Box Office Assistant, Stage Manager, Front of House Assistant, Lighting Technician, Sound Technician, Cinema Projectionist, Props Designer, Event Assistant, Technical Assistant, Marketing and Promotions, Venue Manager

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. 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 HSC examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$30 (Year 11)/\$30 (Year 12) Consumables \$35 Other: White Card \$80 Crew Uniform \$30 Refund Arrangements on a pro-rata basis Please see your VET teacher to enquire about financial assistance

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

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



Education

2024 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

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

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

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

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

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

Units of Competency

Core

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

Electives

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

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

Recommended Entry Requirements

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

Examples of occupations in the hospitality industry

- trainee chef short order
- fast food cook breakfast cook

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs:Resources \$80 (Year 11)/\$80 (Year 12) Consumables: \$30 (Year 11)/ \$30 (Year 12) Other: \$200 (Approx.) Uniform/Tool Kit

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

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

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

2024 INFORMATION TECHNOLOGY COURSE DESCRIPTION



Course: **Information Technology**
Board Developed Course

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

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

Statement of Attainment in partial completion of ICT30120 Certificate III in Information Technology

Based on ICT - Information and Communications Technology (ICT) Version 7.2

Units of Competency

Core

- | | |
|-----------|---|
| BSBCRT301 | Develop and extend critical and creative thinking skills |
| BSBXCS303 | Securely manage personally identifiable information and workplace information |
| BSBXTW301 | Work in a team |
| ICTICT313 | Identify IP, ethics and privacy policies in ICT environments |
| ICTPRG302 | Apply introductory programming techniques |
| ICTSAS305 | Provide ICT advice to clients |

Elective

For a Statement of Attainment Towards ICT30120

- | | |
|-----------|--|
| BSBWHS311 | Assist with maintaining workplace safety |
| ICTWEB305 | Produce digital images for the web |
| ICTWEB304 | Build simple web pages |
| ICTSAS308 | Run standard diagnostic tests |
| ICTICT214 | Operate application software packages |

To receive the full qualification ICT30120 (optional)

- | | |
|----------|---|
| ICTWEB30 | Develop web presence using social media |
|----------|---|

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

Recommended Entry Requirements

Students selecting this course should be interested in working in the information technology industry. Students should be creative, cooperative and able to work in teams. They should be able to use a personal computer and lift and carry small equipment. Students should be interested in working with operating system software and have an interest in learning the various methods to troubleshoot problems. There will be out of class homework, research activities and assignments.

Pathways to Industry

Working in the information technology industry involves:

- | | |
|-----------------------------|---|
| ▪ designing web pages | ▪ networking computers communicating with clients |
| ▪ supporting computer users | ▪ finding solutions to software problems |

Examples of occupations in the Information Technology industry

- | | | |
|----------------------|-----------------------------------|-----------------------------|
| ▪ Service technician | ▪ Multimedia developer | ▪ Technical support officer |
| ▪ help desk office | ▪ On-line service support officer | ▪ Web designer |

Mandatory Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor 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 an appeal or a complaint about an assessment decision or other decisions through the VET teacher.

Course Costs: Resources \$20 (Year 11)/\$20 (Year 12) Consumables \$20 (Year 11)/\$20 (Year 12) Other \$20 (Approx.) 8GB USB
Refund Arrangements on a pro-rata basis Please see your VET teacher to enquire about financial assistance

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

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



2024 RETAIL SERVICES COURSE DESCRIPTION

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

Course: **Retail Services**
in total
Board Developed Course
(ATAR)

2 or 4 Preliminary and/or HSC units

Category B for Australian Tertiary Admission Rank

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

SIR30216 Certificate III in Retail

Based on SIR Retail Services Training Package (Release 7.0)

Units of Competency**Core**

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

Electives

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

Additional for HSC requirements

SIRXSLS002	Follow point of sale procedures
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Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Recommended Entry Requirements

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

Example of occupations in the Retail Industry

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ buyer ▪ customer service assistant ▪ stock controller | <ul style="list-style-type: none"> ▪ sales person ▪ visual merchandise ▪ merchandise |
|---|---|

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$20**Refund Arrangements on a pro-rata basis**

Please see your VET teacher to enquire about financial assistance

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

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

**Public Schools NSW, Ultimo Registered Training Organisation 90072
VOCATIONAL EDUCATION and TRAINING**



Education

2024 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.

Course: **Sport Coaching – Certificate III**
Board Endorsed Course
(ATAR)

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

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.

**SIS30521 Certificate III in Sport Coaching
Based on the Sport, Fitness and Recreation Training Package
Version 4.0 (SIS v4)**

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
BSBOPS403	Apply business risk management procedures
HLTAID011	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

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

Recommended Entry Requirements

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

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

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

Mandatory HSC Course Requirements

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

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$0

Consumables \$0

Other \$0

The First Aid certificate is delivered by (select one) an external RTO OR the class teacher via IVET at a cost of **\$80**

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

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

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