



Erskine Park High School

The **H**igher **S**chool **C**ertificate (**HSC**)

An Information Package for Students

Information relevant for Stage 6 students:

- Year 11 Terms 1-3, 2020 (Preliminary)
- Year 12 Term 4, 2020 – Terms 1-3, 2021 (HSC)

Contents

Information on making subject choices

It's Decision Time

How to Decide – How NOT to Decide

HSC Board Developed Course – an Overview

Content Endorsed Course – an Overview

What Choices do I have?

Good Luck with your Decisions

Now that you have read the book...

Board Developed Courses

HSC Board Developed Course Descriptions

Board Endorsed Courses

HSC Board Endorsed Course Descriptions

Vocational Education & Training (VET) Courses

VET information for courses held at Erskine Park High

External Delivery of VET (EVET) Courses

TAFE and other College delivered Vocational Education and Training

HSC courses for schools

Subject Contributions

Current Subject Contributions List



It's Decision Time

This is the year in which you have an extremely important decision to make in regards to the subjects you will study during years 11 and 12.

The decision you make about your subject choices depends on (and may have consequences for) what you want to do in the future.



This booklet has been produced to help you with your decisions about your further education. It is designed to provide information and guidance for you and your parents in the selection of courses and study programs for the Senior School.

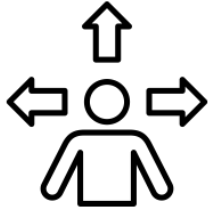


Before you make your final selections ensure you take time to research and consider **ALL the options** available to you – immediately and in the near future. Talk with parents, friends, teachers and your Careers Adviser.

Considering Leaving School?

Legislation applies to students who have completed Year 10 and are below the age of 17 years. They must continue their schooling unless they are in full time education or training, paid work, or a combination of these. If you decide to leave after Year 10, you must prepare well before you actually do leave to find a job, an apprenticeship, traineeship or enrol for further study.

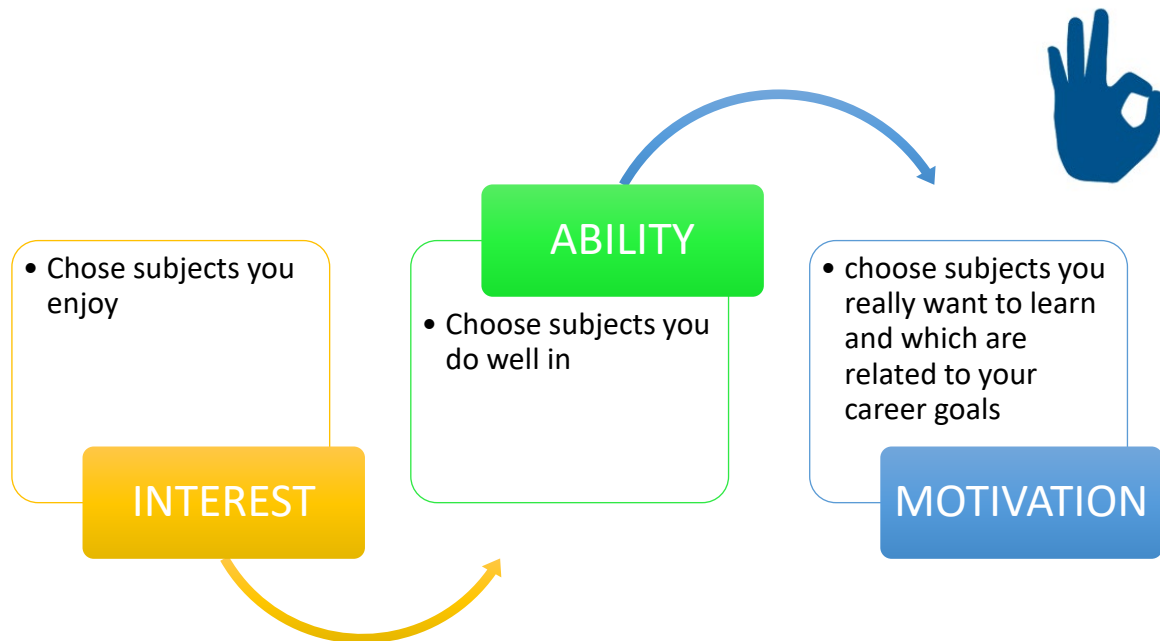
NOTE: Consider your decision to leave school carefully. Be aware that some TAFE enrolments require the HSC and that some employers now require the HSC as a minimum for apprenticeships. You need to find out whether this applies to any apprenticeships/courses you are interested in.



Choosing subjects that are right for you:

Your aim is to attain the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.

The only valid reasons for choosing your subjects are:



Questions to ask yourself:

- What careers am I interested in?
- Do I need to study/train after school?
- Where can I study?
- What are the entry requirements?
- What school subjects fit with my career plans?

HowtoDecide

- ☑ **Find out about each course** – talk to your teachers and read the information provided in this book.
- ☑ **Recognise this is an important decision** - take time to investigate and consider all options
- ☑ **Identify your strengths** - choose subjects that develop these strengths and allow you to continue to achieve well
- ☑ **Discuss your plans** - with family, Careers Adviser, employer groups, TAFE and university



BE REALISTIC - SET GOALS THAT ARE RIGHT FOR YOU

- ☑ You need to know **YOURSELF**
- ☑ You need **INFORMATION**
- ☑ You Need **ADVICE**
- ☑ You need to find the balance of information and advice that is best **FOR YOU**

How NOT to Decide

Don't play the numbers game - you will only do well if you are really interested in a subject

My friends are choosing the subject - you all have different strengths and goals

My favourite teacher is teaching it - things change!!!



Types of Courses available for Study

1. Category A Board Developed Courses

These are the large number of courses set and examined by the NSW Education Standards Authority (NESA) that also **contribute to the Australian Tertiary Admission Rank (ATAR*)**.

*What is the ATAR?

Tertiary institutions Australia have found that a selection rank based on a student's overall academic achievement is the best signal predictor of success for most tertiary courses. The ATAR provides a measure of a student's overall academic achievement in relation to that of other students. It is calculated solely for use

2. Category B Board Developed Courses

These are 2 year courses with the option to sit for a final HSC examination. Most of these courses are Vocational Education and Training (VET) courses but they have just been extended and will now include the two new Stage 6 Board Developed courses, English Studies and Mathematics Standard 1, to be implemented with Year 11 from 2019.

IMPORTANT NOTE: Those students who take English Studies in the 2020 HSC and want to receive an ATAR will need to keep in mind that only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation. Therefore, English Studies students who want an ATAR will not be able to include any other Category B courses and will need at least 8 units of Category A courses.

3. Board Endorsed Courses

There are two types of Board Endorsed Courses – **Content Endorsed Courses** and **School Developed Courses**.

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses. **School Developed Courses** are developed by schools and approved by the Board.

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

All Board Endorsed Courses count towards the HSC and appear on the student's Record of Achievement (RoSA). However, **Board Endorsed Courses do not count in the calculation of the ATAR.**

4. Vocational Education and Training (VET)

VET courses can be studied either at school or through TAFE NSW and other training providers.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia.

Some VET courses are classified as **Category B Board Developed courses** and therefore have an optional HSC exam so, if you choose to sit the exam, your results may also count towards your ATAR.

It is strongly recommended that you discuss your options with the careers adviser if you want an ATAR and wish to choose Category B Board Developed Courses as part of your study.

5. Special Education – Life Skills

If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC.

You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

The HSC – your VIP pass to a range of opportunities after high school, from tertiary study at home or abroad to an apprenticeship, a course at TAFE or in the workforce

1. Category A Board Developed Courses

See course notes following this table for explanation of symbols

Subject	Year 11 and 12 Courses (2 Unit)	Year 11 Extension Courses (1 Unit)	Year 12 Extension (1 Unit)
Aboriginal Studies	Aboriginal Studies		
Agriculture	Agriculture		
Ancient History	Ancient History		
Biology	Biology ¹		Extension Science
Business Studies	Business Studies		
Chemistry	Chemistry ¹		Extension Science
Community and Family Studies	Community and Family Studies		
Dance	Dance		
Design and Technology	Design and Technology		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science ¹		Extension Science
Economics	Economics		
English	English Standard English Advanced English Studies (Category B)	Preliminary English Extension	HSC English Extension 1 HSC English Extension 2
Food Technology	Food Technology		
Geography	Geography		
Industrial Technology	Industrial Technology - Timber		
Information Processes and Technology	Information Processes and Technology		
Investigating Science	Investigating Science ¹		Extension Science
Legal Studies	Legal Studies		
Mathematics	Mathematics Standard 1 (Category B) Mathematics Standard 2 Mathematics (Advanced)	Preliminary Mathematics Extension	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History	Modern History		
Music	Music 1 ²		
PD/Health/PE	PD/Health/PE		
Physics	Physics ¹		Extension Science
Society and Culture	Society and Culture		
Visual Arts	Visual Arts		

Category A Board Developed Courses Notes

These notes and footnotes (1-2) refer to the list of courses

1. Of the 12 units for Year 11 and 10 units for Year 12 that is required for the Higher School Certificate no more than 6 units for Year 11 and 7 units for Year 12 for Science can be included.
2. You must study Music Course 2 if you wish to study HSC Extension Music.

Additional information about courses and the HSC is available on the NSW Education Standards Authority (NESA) website:
<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

2. Category B Board Developed Courses

Category B Courses	
Course Name	Unit Value
Automotive (240 hours)	2
Business Services (240 hours)	2
Construction (240 hours)	2
Electrotechnology (240 hours)	2
Entertainment (240 hours)	2
Financial Services (240 hours)	2
Hospitality (240 hours)	2
Human Services (240 hours)	2
Information and Digital Technology (240 hours)	2
Metal and Engineering (240 hours)	2
Primary Industries (240 hours)	2
Retail Services (240 hours)	2
Sport Coaching (240 hours)	2
Tourism (240 hours)	2
English Studies	2
Mathematics Standard 1	2

NOTE: These are 240-hour courses. An optional written examination will be offered for the HSC. If students want the results from these courses to be available for inclusion in the calculation of their ATAR, they must undertake the optional written examination. Subject to the ATAR rules.

But: **ONLY ONE OF THESE SUBJECTS WILL BE INCLUDED IN THE CALCULATION OF AN ATAR**

These courses include compulsory work placement (70 hours, usually a week in Year 11 and a week in Year 12).

Failure to complete these hours results in non-completion of the course

3. Board Endorsed Courses

Subject
Ceramics
Exploring Early Childhood
Photography
Sport, Lifestyle and Recreation Studies
Visual Design

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

TAFE Delivered HSC Courses for Schools

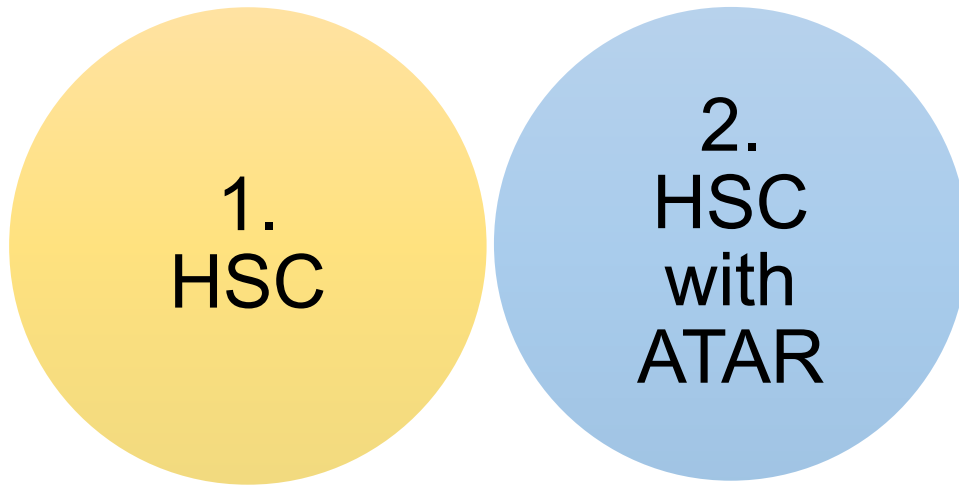
Proposed courses available at TAFE for 2020 will be available early August 2019. Students **MUST** see Mr Griffiths to obtain an application.



TAFE Delivered
HSC Course
applications must
be returned by 17th
August 2019

Patterns of Study

There are 2 possible Patterns of study. You can choose subjects that will result in the award of a Higher School Certificate OR you can choose subjects that will result in the award of a HSC and an ATAR.



* You only need to gain an ATAR if you plan to apply to study at University immediately after Year 12.

TAFE does NOT use the ATAR as a way of selecting students for courses.



1. Higher School Certificate

Apprenticeship

TAFE

University

Work

Students who do not require an Australian Tertiary Admission Rank (ATAR) with their HSC, will usually choose a combination of Board Developed and Board Endorsed Courses - whatever suits their career goals.

To receive a HSC you must choose:

Minimum of 12 units	Minimum of 6 units of Board Developed courses	Minimum of 4 subjects	Maximum 6 units of Science in year 11
---------------------	---	-----------------------	---------------------------------------

POSSIBLE CHOICES FOR SUBJECTS INCLUDE-

1. **Board Developed Courses (minimum 6 units – usually 3 courses)**
2. **Vocational Education and Training (VET) courses.** Students may choose from Category B NESAS (New South Wales Education Standards Authority) courses - that can be studied at Erskine Park High School, or TAFE.
3. **Board Endorsed Courses.** These are courses that the NESAS has approved (endorsed) for study by students in either Year 11 or Year 12. They cover a wide range of interest areas including specific career pathways. **(Students can include up to 3 of these courses in this pattern of study)**
4. **TAFE Delivered HSC Courses for Schools.** These courses are designed to meet student interest in a variety of career areas. Students who successfully complete these courses receive both HSC and TAFE qualifications.

NOTE: This pattern of study does NOT prevent students from attending University at a later date as Mature Age Students.

2. HSC with ATAR*

2. Higher School Certificate with ATAR

UNIVERSITY

This pattern of study is chosen by students who wish to enter University immediately after their HSC; or those students who wish to keep their options open if they are not sure of their future directions at this stage.

To be eligible for an ATAR, students MUST satisfy BOTH the NESA Stage 6 Pattern of Study requirements AND additional University determined patterns of study:

Minimum • 10 Units Category A Board Developed Courses	Minimum • 2 Units English	Minimum • 4 subjects	Maximum • 6 units of Science	Maximum • 2 Units Category B Subject
--	---------------------------------	-------------------------	------------------------------------	---

POSSIBLE CHOICES FOR SUBJECTS INCLUDE-

1. **Category A Board Developed Courses (minimum 10 units)**
2. **Board Endorsed Courses.** (Students can do 1 of these courses in this pattern of study but it limits their options at the completion of Year 11, if they wish to reduce their number of units to 10).
3. **Vocational Education and Training (VET) courses.** Students may choose from Category B Board Developed courses - that can be studied at Erskine Park High School, or TAFE.
4. **TAFE Delivered HSC Courses for Schools.** These courses are designed to meet student interest in a variety of career areas. Students who successfully complete these courses receive both HSC and TAFE qualifications. (Students can do 1 of these courses in this pattern of study but it limits their options at the completion of Year 11, if they wish to reduce their number of units to 10).

Other Relevant Information from NESAs

Grades

Your participation and achievement as you progress through senior secondary study will be recognised and recorded. You will receive grades for each of the courses you study in Year 10 and Year 11. These are awarded by your teachers, and monitored by NESAs, to ensure you receive fair and consistent recognition for your work.

What is RoSA?

The Record of School Achievement or RoSA is the credential that formally recognises your school achievement if you plan to leave school before completing your HSC.

The RoSA is a cumulative credential recording your grades or participation in courses in Year 10 right up to when you leave school, giving you a more comprehensive and meaningful record of your academic achievements. If you are not eligible for a RoSA, you will receive a Transcript of Study, which contains the same information as the RoSA for courses you have satisfactorily completed.

Your RoSA will become the school credential you will use when applying for employment, further education or training. You will also have the choice of taking literacy and numeracy tests. The results of your tests may be useful at job interviews or for training providers as evidence of literacy and numeracy skills.

HSC minimum standard

What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report.

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>.

Some Final Guidance...



Remember, the more you research, the more informed your decisions will be.

Students who put lots of time, thought and effort into their research and decisions are usually the winners.

Good Luck with your Decisions!

The following pages offer information about the courses which MAY be available for Year 11.

Read these pages CAREFULLY

**EVERY EFFORT WILL BE MADE TO SATISFY THE CHOICES
OF THE MAXIMUM NUMBER OF STUDENT**



Now You Have Read the Book...:

What career/s are you interested in?	
What subjects do these careers require?	
What subjects are you good at?	
What subjects do you like?	

Some useful Websites:

<http://www.mybigtomorrow.com.au/>

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

NOTE: This information should be your guide to completing your year 11 Subject Selection Sheet.



Discuss this with your teachers, parents/ guardians and/ or Careers Adviser.

Board Developed Courses



The following courses (including VET Courses) are Board Developed and may contribute to the calculation of the ATAR

Course: Aboriginal Studies		Course No: 15000
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil	
Course Description		
<p>The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.</p> <p>The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.</p>		
Main Topics Covered		
Year 11 Course	Year 12 Course	
<p>Part I: Aboriginality and the Land (20%)</p> <ul style="list-style-type: none"> Aboriginal peoples' relationship to Country Dispossession and dislocation of Aboriginal peoples from Country Impact of British colonisation on Country <p>Part II: Heritage and Identity (30%)</p> <ul style="list-style-type: none"> The Dreaming and cultural ownership Diversity of Aboriginal cultural and social life Impact of colonisation on Aboriginal cultures and families Impact of racism and stereotyping <p>Part III: International Indigenous Community: Comparative Study (25%)</p> <ul style="list-style-type: none"> Location, environment and features of an international Indigenous community Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity <p>Part IV: Research and Inquiry Methods: Local Community Case Study (25%)</p> <ul style="list-style-type: none"> Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information 	<p>Part I – Social Justice and Human Rights Issues (50%)</p> <ul style="list-style-type: none"> A Global Perspective (20%) Global understanding of human rights and social justice B Comparative Study (30%) A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence <p>Part II – Case Study of an Aboriginal community for each topic (20%)</p> <ul style="list-style-type: none"> A Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses OR B Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses <p>Part III – Research and Inquiry Methods – Major Project (30%) Choice of project topic based on student interest.</p>	
Particular Course Requirements		
<p>In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community- based fieldwork.</p>		

Course: Agriculture		Course No: 15010
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil	
<p>Course Description</p> <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximize productivity and environmental sustainability. The Farm Product Study is used as a basis for analyzing and addressing social, environmental and economic issues as they relate to sustainability.</p>		
<p>Main Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Overview (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%) 	<p>Year 12 Course</p> <p>Core Study (80%)</p> <ul style="list-style-type: none"> ○ Plant/Animal Production (50%) ○ Farm Product Study (30%) <p>Elective (20%)</p> <p>Choose ONE of the following electives to study:</p> <ul style="list-style-type: none"> ○ Agri-food, Fibre and Fuel Technologies ○ Climate Challenge ○ Farming for the 21st Century 	
<p>Particular Course Requirements</p> <p>Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time</p>		

Course: Ancient History		Course No: 15020
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil
Course Description		
<p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p>		
Main Topics Covered		
Year 11. <ul style="list-style-type: none"> Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies') Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies. Features of Ancient Societies (40 indicative hours) <p>Students study at least two ancient societies.</p> <p>Historical Investigation (20 indicative hours)</p> <p>Historical concepts and skills are integrated with the studies undertaken in Year 11</p>		Year 12 <ul style="list-style-type: none"> Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours) One 'Ancient Societies' topic (30 indicative hours) One 'Personalities in their Times' topic (30 indicative hours) One 'Historical Periods' topic (30 indicative hours) <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>
Particular Course Requirements		
Year 11 In the Year 11 course, students undertake at least two case studies. <ul style="list-style-type: none"> One case study must be from Egypt, Greece, Rome or Celtic Europe, and One case study must be from Australia, Asia, the Near East or the America 		Year 12 The course requires study from at least two of the following areas: <ul style="list-style-type: none"> Egypt Near East China Greece Rome.

Course: Biology		Course No: 11030
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil
<p>Course Description</p> <p>The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.</p>		
<p>Main Topics Covered</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Questioning and Predicting • Planning Investigation • Conducting Investigation • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating 		<p>Year 11 Course</p> <ul style="list-style-type: none"> • Cells as the basis of life • Organisation of living things • Biological diversity • Ecosystem dynamics <p>Year 12 Course</p> <ul style="list-style-type: none"> • Heredity • Genetic change • Infectious disease • Non-infectious disease and disorders
<p>Particular Course Requirements</p> <p>Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time per year. 15 hours of class time in each course will be allocated to a Depth Study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in science, acquire a depth of understanding, and take responsibility for their own learning.</p>		

Course: Business Studies		Course No: 15040
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil
<p>Course Description</p> <p>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.</p> <p>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.</p>		
<p>Main Topics Covered</p> <p>Year 11</p> <ul style="list-style-type: none"> • 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 		<p>Year 12</p> <ul style="list-style-type: none"> • 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
<p>Particular Course Requirements NIL</p>		

Course: Chemistry		Course No: 11050
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil	
<p>Course Description</p> <p>The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The 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.</p>		
<p>Main Topics Covered</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Questioning and Predicting • Planning Investigation • Conducting Investigation • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating 	<p>Year 11 Course</p> <ul style="list-style-type: none"> • Properties and Structure of Matter • Introduction to Quantitative Chemistry • Reactive Chemistry • Drivers of Reactions <p>Year 12 Course</p> <ul style="list-style-type: none"> • Equilibrium and Acid Reactions • Acid/base Reactions • Organic Chemistry • Applying Chemical Ideas 	
<p>Particular Course Requirements</p> <p>Both the Year 11 and Year 12 courses require 120 indicative course hours per year to be spread across all four modules. Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. 15 hours must be allocated to depth studies within the 120 indicative course hours. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in chemistry, acquire a depth of understanding, and take responsibility for their own learning.</p>		

Course: **Community and Family Studies**

Course No: **15010**

2 units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

Year 11 Course

- **Resource Management** Basic concepts of the resource management process (approximately 20% of course time).
- **Individuals and Groups** The individual's roles, relationships and tasks within groups (approximately 40% of course time).
- **Families and Communities** Family structures and functions and the interaction between family and community (approximately 40% of course time).

Year 12 Course

- **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

Option Modules

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

Particular Course Requirements

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Course: Design and Technology **Course No: 15080**

2 units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

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. The 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

Year 11 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, occupational health and safety, evaluation, and manipulation of materials, tools and techniques

Year 12 Course

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

Course: Drama		Course No: 15090
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<p>Course Description</p> <p>Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>Year 11 Course</p> <p>Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>Year 12 Course</p> <p>Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</p> <p>The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p>For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>		
Main Topics Covered		
<p>Year 11 Course</p> <ul style="list-style-type: none"> • Improvisation, Playbuilding, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project 	
<p>Particular Course Requirements</p> <p>The Year 11 course informs learning in the Year 12 course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects</p>		

Course: Earth and Environmental

Course No: 11100

**2 units for each of Year 11 and Year 12
Board Developed Course**

Exclusions: Nil

Course Description

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues, Earth's features and naturally occurring phenomena and cycles and builds on the knowledge and skills of Earth and Space gained from the Science Stage 5 course. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course 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.

Main Topics Covered

Working Scientifically

- Questioning and Predicting
- Planning Investigation
- Conducting Investigation
- Processing Data and Information
- Analysing Data and Information
- Problem Solving
- Communicating

Year 11 Course

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

Year 12 Course

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

Particular Course Requirements

Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time per year. 15 hours of class time in each course will be allocated to a Depth Study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in science, acquire a depth of understanding, and take responsibility for their own learning. One fieldwork exercise must be completed in both the Year 11 and Year 12 course.

Course: Economics

Course No: 15110

**2 units for each of Year 11 and Year 12
Board Developed Course**

Exclusions: Nil

Course Description

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

Main Topics Covered

Year 11 Course

- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and role of labour in the economy
- Financial Markets – the financial market in Australia including the share market
- Government in the Economy – the role of government in the Australian economy.

Year 12 Course

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – the range of policies to manage the economy.

Particular Course Requirements

Nil

Course: English Standard

Course No: 11130

**2 units for each of Year 11 and Year 12
Board Developed Course**

Exclusions: English Advanced; English Studies;
English EAL/D; English Extension

Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

Main Topics Covered Year 11 Course

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.

Year 12 Course

- The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Particular Course Requirements

Across the English Standard Stage 6 Course students are required to study:

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

Year 11

Students are required to study:

- one complex multimodal or digital text in Module A (this may include the study of film)
- 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
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

Year 12

Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the *Common module: Texts and Human Experiences*.

Course: **English Advanced**

Course No: **11140**

2 units for each of Year 11 and Year 12 Board Developed Course

Exclusions: English Standard; English Studies; English EAL/D

Course Description

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts.

Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

Main Topics Covered Year 11 Course

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

Year 12 Course

- The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Particular Course Requirements

Across the English Advanced Stage 6 course students are required to study:

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

Year 11

Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

Year 12

Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry **or** drama. The remaining text may be film **or** media **or** a nonfiction text **or** may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the *Common module: Texts and Human Experiences*.

Course: English Extension

Course No: 11150

Prerequisites:

- (a) English Advanced
- (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12
- (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

**1 unit for each of Year 11 and Year 12
Board Developed Course**

Exclusions: English Standard; English Studies;
English EAL/D

Course Description

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

**Main Topics Covered
Year 11 Course**

The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

Year 12 Course

English Extension 1 course – The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are

- Literary homelands
- Worlds of upheaval
- Reimagined worlds
- Literary mindscapes
- Intersecting worlds

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Particular Course Requirements

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

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

Year 11

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

Year 12

In the English Extension 1 course students are required to study:

- at least **three** prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least TWO related texts.

In the English Extension 2 course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.
- Students can choose to compose in ONE of the following forms:
- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia.

Course: English Studies		Course No: 30105
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: English Advanced; English Standard; English EAL/D; English Extension
<p>Course Entry Guidelines</p> <p>This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.</p> <p>Due to changes in the English Studies course, students considering choosing this course should be advised that:</p> <ul style="list-style-type: none"> English Studies is now a Stage 6 Board Developed Course with an optional HSC examination. Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses. Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC. The status of ATAR eligibility is not yet determined. 		
<p>Course Description</p> <p>In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p> <p>In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.</p>		
<p>Main Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> Students study the mandatory module, <i>Achieving through English: English in education, work and community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module. 		<p>Year 12 Course</p> <ul style="list-style-type: none"> The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.
<p>Particular Course Requirements</p> <p>Across the English Studies Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts 		

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

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)
- 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, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Year 12

In addition to the above requirements, students in Year 12 **only** are required to:

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

Course: Food Technology		Course No: 15180
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil
<p>Course Description</p> <p>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.</p> <p>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.</p>		
<p>Main Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) 		<p>Year 12 Course</p> <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%)
<p>Particular Course Requirements</p> <p>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.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>		

Course: Geography		Course No: 15190		
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil			
<p>Course Description</p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>				
<p>Main Topics Covered</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Biophysical Interactions – how biophysical processes contribute to sustainable management. • Global Challenges – geographical study of issues at a global scale. • Senior Geography Project – a geographical study of student's own choosing. </td> <td style="width: 50%; vertical-align: top;"> <p>Year 12 Course</p> <ul style="list-style-type: none"> • Ecosystems at Risk – the functioning of ecosystems, their management and protection. • Urban Places – study of cities and urban dynamics. • People and Economic Activity – geographic study of economic activity in a local and global context. </td> </tr> </table>			<p>Year 11 Course</p> <ul style="list-style-type: none"> • Biophysical Interactions – how biophysical processes contribute to sustainable management. • Global Challenges – geographical study of issues at a global scale. • Senior Geography Project – a geographical study of student's own choosing. 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Ecosystems at Risk – the functioning of ecosystems, their management and protection. • Urban Places – study of cities and urban dynamics. • People and Economic Activity – geographic study of economic activity in a local and global context.
<p>Year 11 Course</p> <ul style="list-style-type: none"> • Biophysical Interactions – how biophysical processes contribute to sustainable management. • Global Challenges – geographical study of issues at a global scale. • Senior Geography Project – a geographical study of student's own choosing. 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Ecosystems at Risk – the functioning of ecosystems, their management and protection. • Urban Places – study of cities and urban dynamics. • People and Economic Activity – geographic study of economic activity in a local and global context. 			
<p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>				
<p>Particular Course Requirements</p> <p>Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>				

Course: Industrial Technology - Timber

Course No: 15200

**2 units for each of Year 11 and Year 12
Board Developed Course**

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Multimedia Technologies; Timber Products and Furniture Technologies.

Main Topics Covered

Year 11 Course

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

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

Year 12 Course

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

- Industry Study (15%)
- Major Project (60%)
 - Design, Management and Communication
 - Production

Industry Related Manufacturing Technology (25%)

Particular Course Requirements

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

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

Course: Information Processes and Technology

Course No: 15210

2 units for each of Year 11 and Year 12 Board Developed Course

Exclusions: Computing Applications CEC

Course Description

Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place.

Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

Main Topics Covered

Year 11 Course

- Introduction to Information Skills and Systems (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

Year 12 Course

- Project Management (20%)
 - Information Systems and Databases (20%)
 - Communication Systems (20%)
- Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.

Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

Course: Investigating Science

Course No: 11215

**2 units for each of Year 11 and Year 12
Board Developed Course**

Exclusions: Nil

Course Description

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

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

The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Main Topics Covered

Working Scientifically

- Questioning and Predicting
- Planning Investigation
- Conducting Investigation
- Processing Data and Information
- Analysing Data and Information
- Problem Solving
- Communicating

Year 11 Course

- Cause and Effect - Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

Year 12 Course

- Scientific Investigations
- Technologies
- Fact or Fallacy
- Science and Society

Particular Course Requirements

Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time per year. 30 hours of class time in each course will be allocated to a Depth Study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in science, acquire a depth of understanding, and take responsibility for their own learning.

Course: Legal Studies	Course No: 15220
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Part I – The Legal System (40% of course time) • Part II – The Individual and the Law (30% of course time) • Part III – The Law in Practice (30% of course time) <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p> <p>HSC Course</p> <ul style="list-style-type: none"> • 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) <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter • Workplace • World order. 	
<p>Particular Course Requirements No special requirements</p>	

Course: Mathematics Standard 1		Course No: 15220
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.
<p>Prerequisites: The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:</p> <ul style="list-style-type: none"> • Area and surface area • Financial mathematics • Linear relationships • Non-linear relationships • Right-angled triangles (Trigonometry) • Single variable data analysis • Volume • some content from Equations • some content from Probability. 		
<p>Course Description</p> <ul style="list-style-type: none"> • The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course. • Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol \diamond. • Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. The status of ATAR eligibility is not yet determined. • All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework. <p>The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs • provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training. 		
Main Topics Covered		
Year 11 Course		Year 12 Course
Topic: Algebra <ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships Topic: Measurement <ul style="list-style-type: none"> • Applications of Measurement • Working with Time Topic: Financial Mathematics <ul style="list-style-type: none"> • Money Matters 		Year 12 Topic: Algebra <ul style="list-style-type: none"> • Types of Relationships Topic: Measurement <ul style="list-style-type: none"> • Right-angled Triangles • Rates • Scale Drawings Topic: Financial Mathematics

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

- Investment

- Depreciation and Loans

Topic: Statistical Analysis

- Further Statistical Analysis

Topic: Networks

- Networks and Paths

Particular Course Requirements

Course: **Mathematics Standard 2**

Course No: **15220**

2 units for each of Year 11 and Year 12 Board Developed Course

Exclusions: Students may **not** study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.
Students who have followed the Mathematics Standard \diamond pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course

Prerequisites:

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability

Course Description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Main Topics Covered

Year 11 Course

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement

Year 12 Course

Year 12

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Non-right-angled Trigonometry

<ul style="list-style-type: none"> • Working with Time <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Money Matters <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Data Analysis • Relative Frequency and Probability 	<ul style="list-style-type: none"> • Rates and Ratios <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Investments and Loans • Annuities <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Bivariate Data Analysis • The Normal Distribution <p>Topic: Networks</p> <ul style="list-style-type: none"> • Network Concepts • Critical Path Analysis
<p>Particular Course Requirements</p>	

Course: Mathematics (Advanced)		Course No: 15240
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: General Mathematics
<p>Prerequisites: For students who intend to study the Mathematics course, it is recommended that they study the topics <i>Real Numbers</i>, <i>Algebraic Techniques</i> and <i>Coordinate Geometry</i> as well as at least some of <i>Trigonometry</i> and <i>Deductive Geometry</i> from Stage 5.3 (identified by §) of <i>Mathematics Years 7–10 Syllabus</i>, if not all of the content.</p>		
<p>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 both the Mathematics Extension 1 and Mathematics Extension 2 courses.</p>		
Main Topics Covered		
<p>Year 11 Course</p> <ul style="list-style-type: none"> • Basic arithmetic and algebra • Real functions • Trigonometric ratios • Linear functions • The quadratic polynomial and the parabola • Plane geometry – geometrical properties • Tangent to a curve and derivative of a function 		<p>Year 12 Course</p> <ul style="list-style-type: none"> • Coordinate methods in geometry • Applications of geometrical properties • Geometrical applications of differentiation • Integration • Trigonometric functions • Logarithmic and exponential functions • Applications of calculus to the physical world • Probability • Series and series applications

Course: Mathematics Extension		Course No: 15250		
1 unit for each of Year 11 and Year 12 Board Developed Course	Exclusions: General Mathematics			
<p>Prerequisites:</p> <p>For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) <i>Curve Sketching and Polynomials</i>, <i>Functions and Logarithms</i>, and <i>Circle Geometry</i> of <i>Mathematics Years 7–10 Syllabus</i>.</p>				
<p>Course Description</p> <p>The content of this 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 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 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.</p>				
<p>Main Topics Covered</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Other inequalities • Further geometry • Further trigonometry • Angles between two lines • Internal and external division of lines into given ratios • Parametric representation • Permutations and combinations • Polynomials • Harder applications of the Mathematics Preliminary course topics </td> <td style="vertical-align: top; width: 50%;"> <p>Year 12 Course</p> <ul style="list-style-type: none"> • Methods of integration • Primitive of $\sin^2 x$ and $\cos^2 x$ • Equation $\frac{dN}{dt} = k(N - P)$ • Velocity and acceleration as a function of x • Projectile motion • Simple harmonic motion • Inverse functions and inverse trigonometric functions • Induction • Binomial theorem • Further probability • Iterative methods for numerical estimation of the roots of a polynomial equation • Harder applications of Mathematics HSC course topics </td> </tr> </table>			<p>Year 11 Course</p> <ul style="list-style-type: none"> • Other inequalities • Further geometry • Further trigonometry • Angles between two lines • Internal and external division of lines into given ratios • Parametric representation • Permutations and combinations • Polynomials • Harder applications of the Mathematics Preliminary course topics 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Methods of integration • Primitive of $\sin^2 x$ and $\cos^2 x$ • Equation $\frac{dN}{dt} = k(N - P)$ • Velocity and acceleration as a function of x • Projectile motion • Simple harmonic motion • Inverse functions and inverse trigonometric functions • Induction • Binomial theorem • Further probability • Iterative methods for numerical estimation of the roots of a polynomial equation • Harder applications of Mathematics HSC course topics
<p>Year 11 Course</p> <ul style="list-style-type: none"> • Other inequalities • Further geometry • Further trigonometry • Angles between two lines • Internal and external division of lines into given ratios • Parametric representation • Permutations and combinations • Polynomials • Harder applications of the Mathematics Preliminary course topics 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Methods of integration • Primitive of $\sin^2 x$ and $\cos^2 x$ • Equation $\frac{dN}{dt} = k(N - P)$ • Velocity and acceleration as a function of x • Projectile motion • Simple harmonic motion • Inverse functions and inverse trigonometric functions • Induction • Binomial theorem • Further probability • Iterative methods for numerical estimation of the roots of a polynomial equation • Harder applications of Mathematics HSC course topics 			

Course: Modern History		Course No: 15220
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil
<p>Course Description</p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>		
<p>Main Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’) Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies. Historical Investigation (20 indicative hours) The Shaping of the Modern World (40 indicative hours) At least one study from ‘The Shaping of the Modern World’ is to be undertaken. <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p>		<p>Year 12 Course</p> <ul style="list-style-type: none"> Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours) One ‘National Studies’ topic (30 indicative hours) One ‘Peace and Conflict’ topic (30 indicative hours) One ‘Change in the Modern World’ topic (30 indicative hours) <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>
<p>Particular Course Requirements</p>		

Course: **Music 1**

Course No: 15290

**2 units for each of Year 11 and Year 12
Board Developed Course**

Exclusions: Music 2

Course Description

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Covered

Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.

Particular Course Requirements

HSC course

In addition to core studies in performance, composition, musicology and aural, students select **three** electives from any combination of performance, composition and musicology. These electives must represent **each** of the three topics studied in the course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

Course: Personal Development, Health and Physical Education

Course No: 15320

2 units for each of Preliminary and HSC Board Developed Course

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

Year 11 Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students select **two** of the following options:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

Year 12 Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select **two** of the following options:

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

Particular Course Requirements

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

Course: Physics		Course No: 11310
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil
<p>Course Description</p> <p>The Physics Stage 6 syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future. The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields.</p>		
<p>Main Topics Covered</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Questioning and Predicting • Planning Investigation • Conducting Investigation • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating 		<p>Year 11 Course</p> <ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism <p>Year 12 Course</p> <ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • The Nature of Light • From the Universe to the Atom
<p>Particular Course Requirements</p> <p>Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time per year. 15 hours of class time in each course will be allocated to a Depth Study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in science, acquire a depth of understanding, and take responsibility for their own learning.</p>		

Course: Society and Culture		Course No: 11310
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil
<p>Course Description</p> <p>Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>		
<p>Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • The Social and Cultural World – the interaction between aspects of society and cultures • Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings. • Intercultural Communication – how people in different cultures interact and communicate. 		<p>Year 12 Course</p> <p>Core</p> <ul style="list-style-type: none"> • Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country • The Personal Interest Project – an individual research project. <p>Depth Studies</p> <p>Two to be chosen from:</p> <ul style="list-style-type: none"> • Popular Culture – the interconnection between individuals and popular culture • Belief Systems – role of belief systems in societies, cultures and personal life • Equality and Difference – the nature of equality and difference in societies and cultures • Work and Leisure – the nature and role of work and leisure in society.
<p>Particular Course Requirements</p> <p>Completion of Personal Interest Project.</p>		

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

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

Year 11 Course

learning opportunities focus on:

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the 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.

Year 12 Course

learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

Particular Course Requirements

Year 11 Course:

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

Year 12 Course:

- development of a body of work and use of a process diary
- deeper and more complex investigations in art making, art criticism and art history.

Board Endorsed Courses

There are two types of Board Endorsed Courses

1. Content Endorsed Courses and
2. School Developed Courses.

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.

Schools may also develop special courses in order to meet student needs. These courses must be approved by the Board of Studies.

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

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

Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

Course: Ceramics**Content Endorsed Course**

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

Main Topics Covered**Modules include:**

- Handbuilding
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media.

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module Ceramics Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more area of ceramics.

Particular Course Requirements

Students are required to keep a diary throughout the course.

Course: Exploring Early Childhood

Content Endorsed Course

Exclusions: Nil

Course Description

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 context and considers these in relation to the students themselves, their family and the community.

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children's services.

Course: Photography, Video and Digital Imaging

Content Endorsed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Main Topics Covered

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

- 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 the fields.

Particular Course Requirements

Students are required to keep a diary throughout the course.

Course: Sport, Lifestyle and Recreation Studies

Content Endorsed Course

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 and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

Course: Visual Design

Content Endorsed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

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

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Main Topics Covered

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

- graphic design
- wearable design
- product design
- interior/exterior design.

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

Particular Course Requirements

Students are required to keep a diary throughout the course.

MACQUARIE PARK RTO 90222

NEW SOUTH WALES

DEPARTMENT OF EDUCATION AND COMMUNITIES

Vocational Education and Training (VET) Course Information

For 2020/21

QUALIFICATION: : Certificate II in Hospitality (SIT20316)

- Board Developed Course – **NESA Course No: 26511**
- Minimum mandatory work placement – 70 hours
- Exclusions with other Board Developed Courses - nil
- A total of 4 units of credit – 2 units x 2 years (Preliminary and HSC)
- Category B status for the Australian Tertiary Admission Rank (ATAR)
- Consumables

Course Description:

This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in food service. Occupations in the hospitality industry including café attendant, food and beverage attendant, front office assistant.

Course HSC Structure:

To meet HSC course requirements, students completing the Hospitality (240 indicative hours) course with a food and beverage focus must undertake **four mandatory** and **four Food and Beverage stream associated units of competency** (four core, one Group A elective and three Group B electives for Certificate II in Hospitality) plus a minimum of 95 HSC indicative hours of HSC elective units of competency.

UNITS OF COMPETENCY

Core - Attempt ALL units

Unit code	Unit title	HSC indicative hours of credit
SITXWHS001	Participate in safe work practices (Mandatory)	15
BSBWOR203	Work effectively with others (Mandatory)	15
SITHIND002	Source and use information on the hospitality industry(Mandatory)	20
SITXCCS003	Interact with customers (F&B Stream)	15
SITHIND003	Use hospitality skills effectively (Elective)	20
SITXCOM002	Show social and cultural sensitivity (Elective)	10

Electives

SITXFSA001	Use hygienic practices for food safety (Mandatory)	10
SITHFAB005	Prepare and serve espresso coffee (F&B Stream)	15
SITHFAB007	Serve food and beverage (F&B Stream)	40
SITXFSA002	Participate in safe food handling practices (Elective)	15
SITHFAB004	Prepare and serve non-alcoholic beverages (F&B Stream)	15
SITHCCC003	Prepare and present sandwiches (Elective)	10

Additional Units of competency delivered to meet BOSTES requirements

SITHCCC001	Use food preparation equipment (Elective)	20
SITXCOM001	Source and present information (Elective)	10
BSBSUS201	Participate in environmentally sustainable work practices(Elective)	15

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment:

Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in units of competency through holistic assessment.

Work placement: Students **must** complete a minimum of 70 hours work placement in a Hospitality related industry workplace (35 hours in each of Years 11 and 12). For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.

N Determinations:

Where a student has not met NESA course completion criteria they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals:

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

QUALIFICATION: Certificate II in Construction Pathways (CPC20211)

- | | |
|---|--|
| <ul style="list-style-type: none"> Board Developed Course – NESA Course No: 26201 Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses – nil | <ul style="list-style-type: none"> A total of 4 units of credit – 2 units x 2 years (Preliminary and HSC) Category B status for the Australian Tertiary Admission Rank (ATAR) Consumables |
|---|--|

Course Description:

This course provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, concreter and painter and decorator. As part of the course, all students must have a WorkCover 'white card' before they can enter a worksite.

HSC Course Structure:

This course consists of six core units of competency and nine elective units.

UNITS OF COMPETENCY – Compulsory – Attempt ALL units

Core - Attempt all units

Unit code	Unit title	HSC indicative hours of credit
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	15
CPCCCM1012A	Work effectively and sustainably in the construction industry	25
CPCCCM1013A	Plan and organise work	10
CPCCCM1014A	Conduct workplace communication	10
CPCCCM1015A	Carry out measurements and calculations	20
CPCCCM2001A	Read and interpret plans and specifications	20

Electives - Attempt ALL units

CPCCCA2002B	Use carpentry tools and equipment	Group B elective	10
CPCCCA2011A	Handle carpentry materials	Group B elective	20
CPCCCM2006B	Apply basic levelling procedures	Group H elective	15
CPCCCO2013A	Carry out concreting to simple forms	Group H elective	20
CPCCJN2001A	Assemble components	Group F elective	15
CPCCJN2002B	Prepare for offsite manufacturing processes	Group F elective	10
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on the ground	Group B elective	25

Additional examinable units delivered to meet NESA requirements

CPCCCM2005B	Use construction tools and equipment	20
CPCCWHS1001	Prepare to work safely in the construction industry	10

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment:

Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Work placement:

Students **must** complete a minimum of 70 hours work placement in a Construction related industry workplace (35 hours in each of Years 11 and 12).

Optional HSC examination: Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the compulsory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. 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 an AQF VET qualification.

N Determinations: Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals: Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Recognition of Prior Learning: Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

QUALIFICATION: Certificate I in Engineering (MEM10105)

- | | |
|--|---|
| <ul style="list-style-type: none"> • Board Developed Course – NESA Course No:26701 • Minimum mandatory work placement – 70 hours • Exclusions with other Board Developed Courses – Industrial Technology – Metal & Engineering Industries Focus Area | <ul style="list-style-type: none"> • A total of 4 units of credit – Preliminary and/or HSC • Category B status for the Australian Tertiary Admission Rank (ATAR) • Consumables |
|--|---|

Course Description:

This course provides students with the opportunity to obtain national vocational qualifications for employment in the manufacturing, engineering and related industries. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, technical drawing and engineering measurement. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, engineering draftsman, boat builder/repairer and mechanical, production or marine engineer.

HSC Course Structure:

This course comprises four core units of competency, the manufacturing, engineering and related services industries induction; Interpret technical drawing and five elective units.

UNITS OF COMPETENCY – Compulsory – Attempt ALL units

Core - Attempt all units

Unit code	Unit title	HSC indicative hours of credit
MEM13014A	Apply principles of occupational health and safety in the work environment	15
MEM14004A	Plan to undertake a routine task	10
MEM15024A	Apply quality procedures	5
MEM16007A	Work with others in a manufacturing, engineering or related environment	15

Electives - Attempt ALL units

MEM12023A	Perform engineering measurements	15
MEM12024A	Perform computations	20
MEM15002A	Apply quality systems	10
MEM18001C	Use hand tools	20
MEM18002B	Use power tools/hand held operations	20
MEM05006C	Perform brazing and or silver soldering	20
MEM16005A	Operate as a team member to conduct manufacturing, engineering or related activities	10
MEM11011B	Undertake manual handling	5
MEM07032B	Use workshop machines for basic operations	25
MEM16008A	Interact with computing technology	10

Additional examinable units delivered to meet NESA requirements These units are not part of the CERT I qualification

Induction	Manufacturing, engineering and related services industries induction	10
MEM09002B	Interpret technical drawing	30

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment:

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Work placement:

Students **must** complete a minimum of 70 hours work placement in a Metal and Engineering related industry workplace (35 hours in each of Years 11 and 12).

Optional HSC examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the compulsory units of competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. 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 an AQF VET qualification.

N Determinations:

Where a student has not met NESA completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals: Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Recognition of Prior Learning: Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

QUALIFICATION: Certificate II in Agriculture (AHC20116)

- Board Developed Course – NESA Course No: **26811**
- Minimum mandatory work placement – 70 hours
- Exclusions with other Board Developed Courses – nil
- A total of 4 units of credit – Preliminary and/or HSC
- Category B status for the Australian Tertiary Admission Rank (ATAR)
- Consumables

Course Description: This course provides students with the opportunity to obtain a national vocational qualification in agriculture, horticulture and/or conservation and land management. Students will be able to gain skills in farm operations and equipment, the production and care of livestock and/or crops and in sustainable land management. Possible occupations include farm hand/labourer, shearer, horse care attendant, horticultural assistant and farmer/farm manager.

HSC Course Structure: This course consists of two core units of competency, the Care for health and welfare of livestock stream, and fourteen elective units.

UNITS OF COMPETENCY – Compulsory – Attempt ALL units

Core - attempt all units

Unit code	Unit title	HSC indicative hours of credit
AHCWRK209	Participate in environmentally sustainable work practices	15
AHCWHS201	Participate in work health and safety processes	15
AHCWRK204	Work effectively in the industry	20

Electives -

AHCCHM201	Apply chemicals under supervision	20	
AHCWRK201	Observe and report on weather	15	
AHCLSK202	Care for health and welfare of livestock	20	
AHCMOM202	Operate tractors	20	
AHCINF202	Install, maintain and repair farm fencing	15	
AHCWRK205	Participate in workplace communications	10	
AHCPMG201	Treat weeds	10	
AHCLSK204	Carry out regular livestock observation	10	
AHCLSK205	Handle livestock using basic techniques	15	
AHCLSK209	Monitor water supplies	10	
AHCBIO201	Inspect and clean machinery for plant, animal and soil material	10	
AHCNSY202	Care for nursery plants	15	
AHCMOM203	Operate basic machinery and equipment	15	
AHCNSY201	Pot up plants	Choose these 2 plant units as an option or the 2 animal units below	10
AHCNSY203	Undertake propagation activities		20
AHCLSK211	Provide feed for livestock	Choose these 2 animal units as an option or the 2 plant units above	10
AHCLSK206	Identify and mark livestock		10

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students can also complete a specialisation study in Primary Industries- The purpose of the Primary Industries Specialisation Study is to provide students with the opportunity to gain further credit towards an industry qualification.

Work placement: Students must complete a minimum of 70 hours work placement in a Primary Industries related industry workplace (35 hours in each of Years 11 and 12).

Optional HSC examination: Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. 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 an AQF VET qualification.

N Determinations: Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals: Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Recognition of Prior Learning: Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

QUALIFICATION: SOA towards Certificate III in Information, Digital Media and Technology (ICT30115)

- Board Developed Course – **NESA Course No: 27301**
- Minimum mandatory work placement – 70 hours
- Exclusions with other Board Developed Courses - nil
- A total of 4 units of credit – 2 units x 2 years (Preliminary and HSC)
- Category B status for the Australian Tertiary Admission Rank (ATAR)
- Consumables

Course Description

This course provides students with the opportunity to obtain a national vocational qualification in the information and communications technology industry. Students will be able to develop knowledge and skills to enable them to be an effective ICT user and/or employer. Skills acquired in this course are transferable to other industries. Specialised occupations in ICT include technical support officer, desktop publisher, computer programmer, software designer/developer, website developer and systems analyst.

HSC Course Structure:

This course consists of five core units of competency and six elective units to achieve the **Statement of Attainment**.

UNITS OF COMPETENCY

Core - Attempt ALL units

Unit code	Unit title	HSC indicative hours of credit
BSBWHS304	Participate effectively in WHS communication and consultation processes (HSC Mandatory)	20
ICTICT202	Work and communicate effectively in an ICT environment (HSC Mandatory)	25
ICTICT302	Install and optimise operating system software (HSC Mandatory)	20
ICTSAS301	Run standard diagnostic tests (HSC Mandatory)	10
BSBSUS401	Implement and monitor environmentally sustainable work practices (Elective)	25

Electives – Attempt ALL units

ICTICT203	Operate application software packages (Web/ Software Applications Stream- Group A)	20
ICTICT308	Use advanced features of computer applications (Web/Software Applications Stream -Group A)	30
ICTWEB302	Build simple websites using commercial programs(Web/Software Applications Stream - Group D)	30
ICTWEB201	Use social media tools for collaboration and engagement Elective Group D	20
ICTWEB301	Create a simple mark-up language document Elective Group D	25
ICTWEB303	Produce digital images for the web Elective Group D	20

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment:

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Work placement:

Students **must** complete a minimum of 70 hours work placement in an Information and Digital Technology related industry workplace (35 hours in each of Years 11 and 12). It is permissible for up to 50% to be undertaken in a simulated Information and Digital environment.

Optional HSC examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Compulsory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. 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 an AQF VET qualification.

N Determinations:

Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals:

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

QUALIFICATION: : Certificate II in Sport Coaching SIS20513

- Board Endorsed Course- **NESA No: 50402**
- 35 hours mandatory work placement
- No HSC Examination for this course
- A total of 4 units of credit – Preliminary and/or HSC
- Does not contribute towards an Australian Tertiary Admission Rank (ATAR)
- Consumables:

Course Description: This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the sports education and coaching industries.

HSC Course Structure:

This course consists of eight core units of competency and seven or eight elective units depending on specialist electives chosen.

UNITS OF COMPETENCY

Core – attempt all units

Unit code	Unit title	HSC indicative hours of credit
BSBWOR202A	Organise and complete daily work activities	15
HLTAID003	Provide first aid (outsourced extra \$ cost involved)	20
SISSSCO101	Develop and update knowledge of coaching practices	20
SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills	20
SISSSDE201	Communicate effectively with others in a sport environment	15
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	15
SISXIND211	Develop and update sport, fitness and recreation industry knowledge	20
SISXWHS101	Follow work health and safety policies	15

Electives - Attempt ALL elective units below and only ONE Specialisation Group

SISSSPT201A	Implement sports injury prevention	15
SISXCAI101A	Provide equipment for activities	10
ICPDMT263	Access and use the Internet	10
SISSSPT303A	Conduct basic warm-up and cool-down programs	15
SISSSOF101	Develop and update officiating knowledge	10

Group 1 - Basketball Specialisation

SISSBSB201A	Teach fundamental basketball skills	25
SISSBSB202A	Teach fundamental basketball tactics and game strategy	20
SISSBSB205	Interpret and apply the rules of basketball	15

Group 2 - Netball Specialisation OR

SISSNTB204A	Teach foundation netball skills	25
SISSNTB203A	Participate in conditioning for netball	15

Group 3 - Athletics Specialisation OR

SISSATH201A	Teach the fundamental skills of athletics	25
SISSSOF203	Judge competitive situations	20

Group 4 - Rugby League Specialisation OR

SISSRGL204A	Teach the skills of Rugby League for modified games	25
SISSRGL203A	Participate in conditioning for Rugby League	15

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment: Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in units of competency through holistic assessment. This Board Endorsed Course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Work placement: Students must complete a minimum of 35 hours work placement in a Sport Coaching related industry workplace over the duration of the course.

N Determinations: Where a student has not met NESA course completion criteria they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals:

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit

External Delivery of VET (EVET) Courses

What are EVET Courses?

EVET courses:

- are vocational courses studied at TAFE or other Colleges in Years 11 and 12 as part of your HSC
- count towards both your HSC and a AQF qualification
- may contribute to your ATAR
- can give you a nationally recognised qualification
- allow you to gain work related skills
- may provide advanced standing for TAFE or further education
- are designed for all students
- are available in a variety of industry areas

Do EVET courses count towards my ATAR?

Industry Curriculum Framework courses can contribute to your ATAR. You choose whether or not you want an ATAR. Industry Curriculum Framework courses are based on national training packages in Automotive, Business Services, Construction, Electrotechnology, Entertainment, Financial Services, Hospitality, Human Services, Information & Digital Technology, Metal & Engineering, Primary Industries, Retail, and Tourism & Events.

All other Non-Framework Courses contribute to your HSC but don't count to an ATAR.

Erskine Park High School students may select TAFE Delivered HSC Courses for Schools offered at Mt Druitt, Nepean (Penrith and Kingswood), Blacktown, or Nirimba Colleges of TAFE.

Students may choose from:

Board Developed VET Curriculum Framework courses



which are NOT offered at Erskine Park High School eg Human Services, Tourism.

Board Endorsed Courses



which cover a wide range of career interests eg hairdressing, beauty therapy, children's services, logistics, plumbing. These courses are all 2 unit, 1 year courses which students may select in either Year 11 or Year 12.

Participation in these courses involves a commitment of time, study and travel outside of normal school hours. All courses will run *on Monday or Wednesday* afternoons commencing at 1.30pm or 2.00pm and finishing at 5.30pm - 6.00pm. Students who make this subject choice must recognise the commitment they have made.

Students must meet their own travel costs to attend EVET courses.

What Are the Benefits in studying an EVET Delivered HSC Course for Schools?

1. EVET Delivered HSC Courses for Schools attract dual accreditation from the Board of Studies and an Australian Qualifications Framework (AQF).
2. Advanced standing is granted to students who do an EVET course at TAFE who go on to undertake any TAFE Courses containing subjects that they have successfully completed.



attention

1. **INTERESTED STUDENTS MUST SEE MR GRIFFITHS FOR DETAILS AND APPLICATION PROCESS.**
2. Applying for a course does NOT guarantee entry into that course.
3. All TAFE Delivered HSC Courses for Schools courses are proposed ONLY and are offered subject to funding and the ability to form a class. This information is often received late in the year.
4. Students must meet their own travel costs to attend EVET courses.



Erskine Park High School

Pride In Achievement

78-82 Swallow Drive, Erskine Park NSW 2759
Website: www.erskinepk-h.schools.nsw.edu.au

Phone: 9834 3536 Fax: 9834 3864
Email: erskinepk-h.admin@det.nsw.edu.au

INFORMATION REGARDING SCHOOL CHARGES – YEARS 11 & 12, 2019

Erskine Park High School relies heavily on the contributions to the school by parents. The purpose of this summary is to inform parents of the purpose and importance of our various charges.

1. **Administration Charge.** This is set at \$50.00 per student per year when they study in Year 11 and then in Year 12 at Erskine Park High School. This has remained unchanged since 2006 and remains half of the figure suggested by the Department of Education and Training. This is called the **Administration Charge**. It is used to allow the school to maintain excellent resources in the library, across school computing and technology spaces and to improve the school environment for your child. Photocopied worksheets and high quality reports and certificates are other uses of this. The support of the school community has historically been very strong and it is our expectation that all parents support our school.

Parental support in the prompt payment of this charge in the past has ensured the very best education and learning environment at Erskine Park High School.

2. **Students - Subject Contributions.** There are Subject Contributions which are set and approved by the P&C so as to cover the costs of materials used in the elective courses in Year 11 and 12. This is charged for each relevant course when students undertake studies in Year 11 and then in Year 12 at Erskine Park High School. *Students have a choice to study subjects which require no Subject Contributions.* We utilise these funds to sustain these subjects, their consumable costs and the stimulating activities presented to our students.

Since the school is able to purchase such things as chemicals, timber, metal supplies, paints, seedlings and food in bulk, we are able to make savings and pass these onto the students through the different activities we teach. If these charges are not paid, then the student would be expected to supply the necessary materials himself/herself in order to participate in those particular learning activities and so meet course requirements.

3. **Support Unit Students - Subject Contributions.** As above, there are Subject Contributions for our Support Unit students who follow a different curriculum structure. This is set at \$90.00 per student per year when they study in Year 11 and then in Year 12 at Erskine Park High School. This has remained unchanged since 2006.

4. **Senior Book Bond.** The Book Bond of \$50.00 is a once off payment at the start of Year 11 for both Year 11 and 12. This mandatory charge allows for the issue of expensive textbooks for senior students. If unpaid, students can be issued with the names and details of texts for their own private purchase. The refund of the Book Bond occurs **ONLY** if all other financial commitments are met and all obligations to return school resources in a satisfactory condition have been met.

5. **Camps, Excursions and School Sports Carnivals.** These are charged separately per event according to those students attending.

6. **Payment Due Dates.** Payment of all contributions should be finalised on the Year 11 Enrolment Day. This is scheduled for 10th December 2019. This is essential in allowing teachers to prepare lessons with quality resources prior to the commencement of Year 11 courses. Families facing financial difficulties are encouraged to contact the Administration Office Manager, through the school office, so that options/alternative payment plans can be discussed prior to the Enrolment Day.

Yours faithfully,

Brenda Quayle
Principal

SUBJECT CONTRIBUTIONS FOR SENIOR SUBJECTS 2019



Administration Charges – and Senior Book Bond			
Years 11 and 12 (per year)	\$50.00 each yr	Years 11 and 12 Book Bond (one payment)	\$50.00*

Subject Contributions			
Support	Years 10, 11 and 12	Design and Technology, Agriculture, Visual Arts, Music	\$90.00
Year 11	Agriculture	Practical consumables	\$20.00
	Biology	Practical consumables	\$20.00
	Ceramics	All materials required to complete course	\$50.00
	Chemistry	Practical consumables	\$20.00
	Construction VET	Consumables	\$90.00
	Design & Technology	Consumables	\$90.00
	Exploring Early Childhood	Consumables	\$20.00
	Food Technology	Food consumables	\$50.00
	Hospitality – Food & Bev VET	Food consumables	\$80.00
	Hospitality VET Uniform	Uniform cost	approx. \$65.00
	Industrial Tech – Timber	Consumables	\$90.00
	Information Process & Tech	Paper and printing consumables	\$25.00
	Info & Digital Technology VET	Paper and printing consumables	\$30.00
	Investigating Science	Practical consumables	\$20.00
	Metal and Engineering VET	Consumables	\$40.00
	Music	Guitar strings & picks, batteries, drum sticks, sheet music	\$45.00
	PD/H/PE	Work Booklets/ Elective resources	\$20.00
	Photography	Film and chemicals	\$50.00
	Physics	Practical consumables	\$20.00
	Primary Industries VET	Practical consumables	\$50.00
	SLR	Sport equipment, consumables & sport books	\$15.00
	Visual Arts	All art materials required to complete course	\$50.00
	Visual Design	All art materials required to complete course	\$50.00
PLEASE NOTE THAT ALL YEAR 12 SUBJECT CONTRIBUTIONS ARE INVOICED AT THE START OF THE HSC COURSE OF STUDY			
Year 12	Agriculture	Practical consumables	\$20.00
	Biology	Practical consumables	\$20.00
	Ceramics	All materials required to complete course	\$50.00
	Chemistry	Practical consumables	\$20.00
	Construction VET	Consumables	\$50.00
	Design & Technology	Consumables	\$90.00
	Exploring Early Childhood	Consumables	\$20.00
	Food Technology	Food consumables	\$50.00
	Hospitality – Food & Bev VET	Food consumables	\$80.00
	Industrial Tech – Timber	Consumables	\$90.00
	Information Process & Tech	Paper and printing consumables	\$25.00
	Info & Digital Technology VET	Paper and printing consumables	\$30.00
	Investigating Science	Practical consumables	\$20.00
	Metal and Engineering VET	Consumables	\$40.00
	Music	Guitar strings & picks, batteries, drum sticks, sheet music	\$45.00
	PD/H/PE	Work Booklets/ Elective resources	\$20.00
	Photography	Film and chemicals	\$50.00
	Physics	Practical consumables	\$20.00
	Primary Industries VET	Practical consumables	\$50.00
	SLR	Sport equipment, consumables & sport books	\$15.00
	Visual Arts	All art materials required to complete course	\$50.00
	Visual Design	All art materials required to complete course	\$50.00

* The Book Bond of \$50.00 is a once off payment at the start of Year 11 for both Year 11 and 12. The refund of the Book Bond occurs ONLY if all other financial commitments are met and all obligations to return school resources in a satisfactory condition have been met.

In addition to subject contributions, parents are required to pay \$50 Administration contribution and \$10 P&C Levy.

Please note that students do have the choice in Year 11 to complete courses where no Subject Contributions exist.