

**INNOVATION  
INSPIRATION  
EXCELLENCE**



**Senior Subject Selection Booklet  
2022 - 2023**



**Education**



**Year 11 – 2022**

**Year 12 – 2023**

**Year 10 Parents and Students  
Information Night**

**Thursday 10<sup>th</sup> June**

**Toronto High School MPC  
7pm – 8pm**

## KEY TERMS USED IN THIS BOOKLET

<b>NESA</b>	The NSW Education Standards Authority is the NSW government body responsible for the curriculum in all schools
<b>ATAR</b>	Australian Tertiary Admission Rank is a rank calculated by UAC as a way of determining entry to University courses
<b>UAC</b>	University Admissions Centre
<b>TAFE</b>	Technical and Further Education
<b>AMOW</b>	All My Own Work is a compulsory program that must be completed by all students prior to commencing their Preliminary HSC
<b>Stage</b>	A period of learning, typically of two years duration. Stage 4 refers to Years 7 & 8, Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12
<b>Preliminary</b>	First stage of the HSC; usually completed in Year 11
<b>HSC</b>	Higher School Certificate is the highest level of certification in NSW high schools; usually completed in Year 12
<b>RoSA</b>	Record of School Achievement is a certification students receive if they leave school prior to completing the HSC after completion of Year 10
<b>Unit</b>	The amount of time involved in a course
<b>BDC</b>	Board Developed Course is a course developed by NESA that can be used in the calculation of an ATAR
<b>CEC</b>	Content Endorsed Course is a course endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR
<b>VET</b>	Vocational Education and Training
<b>TVET</b>	TAFE delivered Vocational Education and Training
<b>Category A/B</b>	Classification of BDCs. Only one Category B course can be counted in the ATAR
<b>SBAT</b>	School-based Apprenticeships/Traineeships

## INFORMATION ABOUT THE HSC

This is your introduction to the HSC and the many options now available. More information is contained in the NESA publication: *Studying for the New South Wales Higher School Certificate - An Information Booklet for Year 10 Students*.

Information is also available on the NESA website:

**NSW Education Standards Authority: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)**

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, Toronto High School offers students a full range of study areas matching individual abilities, interests, goals and pathways. 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.

When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

## REQUIREMENTS FOR THE AWARD OF THE HSC

**To be eligible for the HSC, you must:**

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA.
- complete **HSC: All My Own Work** before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses.
- satisfactorily complete the course requirements, including any practical or project work, or work placement.
- complete tasks set by your school for the assessment of each HSC course.
- sit for and make a serious attempt at the required HSC examinations.
- satisfactorily complete courses in the patterns of study detailed below.

**Patterns of study must include:**

- a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
  - 3 courses totaling 6 units of Board Developed Courses that **MUST** include 2 units of English, or English Studies.
  - Your remaining choices must include 3 courses of 2 or more units of either Board Developed or Board Endorsed Courses.
  - Within your study pattern you must have at least four different subjects (example: English Standard, English Advanced, English Studies are all separate courses within the same subject).

Some courses have certain rules and prerequisites. There are also specific eligibility rules for some courses; please refer to the specific course descriptions to ensure your course is at the appropriate level for your experience.

**Additional Information about courses and the new HSC is available on the NSW Education Standards Authority: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)**

## HSC ASSESSMENT and REPORTING

- Preliminary and HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements that is similar to the RoSA you will receive if you leave prior to completing the HSC.
- For all Board Developed courses, school-based assessment tasks will contribute to 50% of your HSC mark for the majority of courses. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 will correspond to the highest level of achievement.

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

- **The HSC Testamur:** This is the official Higher School Certificate confirming your achievement of all requirements for the award.
- **The Record of Achievement:** This document lists the courses you have studied and reports the marks and bands you have achieved.
- **Course Reports:** For every HSC Board Developed Course you will receive a Course Report showing your marks, the performance scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.

NB: For all Endorsed Courses the school-based assessment comprises 100% of the HSC mark.

## What is the difference between the HSC and the Australian Tertiary Admission Rank (ATAR)?

The ATAR is used by the universities to determine if you will be offered a place in a particular university course, straight from school. The ATAR is a number between 0 and 99.95 that indicates a student's position relative to all the students in their age group.

To achieve an ATAR you must study 10 units of Board Developed Courses, which includes English. Only ONE Category B subject can be used in the calculation of your ATAR. There is also an extensive list of TVET courses that are Category B and can work towards an ATAR.

The HSC:

- is for all students who successfully complete 10 units of studies in Year 12, with 6 units of Board Developed courses
- reports student achievement in terms of a standard achieved in individual courses
- presents a profile of student achievement across a broad range of subjects.



The ATAR:

- is for all students who successfully complete 10 units of Board Developed Courses, which includes English
- is for students wishing to gain a place at a university directly from the HSC
- is a rank NOT a mark
- provides information about how students perform overall in relation to other students
- provides the discrimination required by universities for the selection process.

Check with the Careers Adviser, Mr. Connell, if you are unsure if you will need an ATAR.

## What are units?

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

Each unit involves class time of approximately 2 hours per week. In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks. Therefore, 2 units equals approximately 4 hours per week (120 hours per year) and 100 marks; 1 unit equals approximately 2 hours per week (60 hours per year) and 50 marks.

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

### **2 Unit Courses**

- are the basic structure for most courses.
- have a value of 100 marks.

### **Extension Courses**

- Are available in a number of subjects.
- Build on the content of the 2 Unit course and carry an additional value of 1 unit.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only. A Science Extension Course is now available for Year 12 students.

## TYPES OF HSC COURSES

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

### **Board Developed Courses (BDC) - Category A**

These courses are developed by NESA. There is a syllabus for each course which contains:

- the course objectives, course structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines

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

### **Board Developed Courses (BDC) - Category B**

Some board developed courses are called Category B courses and include Vocational Education & Training (VET) courses. Universities will allow ONE Category B course in the calculation of the ATAR.

### **Content Endorsed Courses (CEC)**

These courses do not have an external HSC examination component, and they CAN NOT be included in the calculation of an ATAR. These have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

Content Endorsed courses available at Toronto High School are:

- Numeracy
- Sport, Lifestyle and Recreation Studies
- Work Studies
- Exploring Early Childhood
- Computer Applications
- Photography, Video and Digital Imaging

### **Vocational Education & Training (VET) Courses** (Board Developed Courses - Category B & Content Endorsed)

It is very important to remember that ONE VET Board Developed Category B course can count towards the ATAR

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

These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Quality Training Framework (AQTF).

These courses each have a **mandatory** workplace component. One designated 240 hour course can contribute towards the ATAR if the 70hrs Work Placement is completed and the student sits the written examination. Students must undertake work placement to complete these courses successfully and to obtain an HSC.

VET Board Endorsed Category B frameworks available at Toronto High School are:

- Construction
- Hospitality - Food & Beverage
- Hospitality - Kitchen Operations
- Retail Services
- Business Services (Administration)

VET Content Endorsed frameworks available at Toronto High School are:

- Furniture Making
- Skills for Work – Better Living
- Metal and Engineering

VET courses are also available in other industry areas. TVET courses are TAFE delivered VET Courses and a full list can be obtained from Mr. Connell (Careers Advisor).

Some examples are:

- Accounting (Board Developed Course TVET – Category B)
- Electrotechnology (Board Developed Course TVET – Category B)

***Students must make an application through Mr. Connell for any available TAFE delivered HSC VET courses.***

### **Life Skills - (Special Education)**

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 Advisor to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

## **What type of student are you?**

This will depend on what you would like to do when you leave school. It is common for a student to change their mind throughout Year 11 and 12.

### **Academic**

- For those seeking University
- HSC and ATAR
- Must select at least 10 units of Board Developed Courses

### **Academic and Vocational**

- For those unsure and want to keep an ATAR option open
- Must select at least 10 units of Board Developed Courses
- Can include one Category B VET subject

### **Vocational**

- For those not considering University
- Possibly looking to go to TAFE
- Must select at least 6 units of Board Developed Courses

### **Non HSC**

- For those seeking to improve work readiness skills
- Looking for job/apprenticeship/traineeship
- Record of School Achievement (RoSA)



## OTHER OPTIONS

**All options require students to meet with the Careers Adviser before applying for any of these courses.**

### **School Based Apprenticeship**

School Based Apprenticeships provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

School-based apprentices and school-based trainees will be on the job for approximately one day each week but a minimum of 100 days over Year 11 and Year 12. For the building trades, school-based apprentices will undertake 144 days of work-based training over two (2) years while at school. For the plumbing trades, school-based apprentices will undertake 180 days of work-based training over two (2) years while at school. For the electro technology trades, school-based apprentices will undertake 180 days of work-based training over two (2) years while at school.

For the automotive, hospitality and metals and engineering trades, school-based apprentices will undertake a minimum of 100 days of work-based training over two (2) years while at school. For other trades updated information will be available soon. For the rest of the week, these students will be completing the off-the-job component of their training as well as completing their HSC subjects.

Students will receive recognition for all the work they complete. For example, a school-based apprentice or trainee who undertakes part-time training in Years 11 and 12 will receive their qualification a year earlier.

### **School Based Traineeship**

School Based Traineeship provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

### **What are the main features of school-based traineeships?**

School based traineeships allow senior high school students to commence a traineeship while at school. While studying for their HSC, school-based trainees work part-time and undertake their formal (off-the-job) traineeship training as part of their HSC.

### **Industry Based Learning**

NESA has approved a Board Endorsed Course in Industry-Based Learning to give HSC unit credit for the 'on-the-job' component of school-based apprenticeships and traineeships. This HSC unit credit would be in addition to the unit credit for the formal 'off-the-job' training that students already receive through their HSC VET courses.

The Industry-based Learning Stage 6 Course Description will be available to students with an approved school-based apprenticeship or traineeship training contract and who are also entered for the appropriate HSC VET course(s) for the formal off-the-job training component of the school-based apprenticeship or traineeship.

The new Industry-Based Learning course may be credited for a minimum of 2 units and a maximum of 4 units out of the 22 units required for the HSC. The unit credit from this course may be counted in either the Preliminary and/or HSC pattern of study.

## SUBJECT SELECTION PROCESS

- Read this curriculum booklet thoroughly and consider the information that the course head teachers discussed with you in the MPC.
- Determine if you want a pattern of study that makes you eligible for an ATAR.
- Identify recommended subjects for tertiary courses you are considering. Talk to your teachers or Mr. Connell to help with this.
- Create a short-list of subjects that interest you. You will need an English option and 5 other courses and 2 reserves.
- Complete the “Subject Selection Form” section at the back of this booklet and get your parents/carer to sign it. This ensures they are aware of your courses and any fees that will be incurred.
- Complete All My Own Work (AMOW) on CANVAS.
- During weeks 9 and/or 10 of Term 2, you will have an interview with the THS Transition Team to discuss your choices and to ensure your subjects align with your intended pattern of study. **YOU MUST BRING YOUR “SUBJECT SELECTION FORM”, SIGNED BY YOUR PARENT/CARER, WITH YOU.**
- At this interview, you will be asked to log on to Edval Webchoice, via the link provided in the email you receive through the student portal.
- Follow the steps listed:
  1. Select your preferred English course.
  2. If you currently study an Early Commencement course, select this as your next preference.
  3. Select your other subjects, in order of preference.
  4. Press submit when you have entered your subjects.
- The Webchoice data is analysed and Preliminary lines are determined to meet the needs of the majority of students.
- Students will be notified if their requested pattern of study cannot be catered for. They will be supported to select a course from the Preliminary lines to meet their needs.
- Students will be issued their confirmation of Year 11 subjects during Term 3.
- Students will have a second interview in Term 4 with the THS Transition Team to discuss their confirmation of Year 11 subjects.
- At the time of the second interview, students **MUST** have completed All My Own Work.

## SEEK ADVICE AND HELP

Students should seek help from any of the following:

- The Careers Adviser – Mr. Connell
- The Transition Adviser – Mr. Chapman
- Your Year Adviser
- Your Teachers
- Head Teachers
- Your Parents

***We are here to help you make the right decision..... for you!***

## HSC Courses

BOARD DEVELOPED	BOARD DEVELOPED VOCATIONAL (VET)	CONTENT ENDORSED
Category A	Category B	Content Endorsed
Aboriginal Studies Ancient History Biology Business Studies Chemistry Community and Family Studies Dance Design and Technology Drama Earth and Environmental Science Economics Engineering Studies English Advanced English Standard Food Technology French (Beginners) Geography German (Beginners) Industrial Technology Electronics Industrial Technology Graphics Industrial Technology Metals Industrial Technology Timber Investigating Science Legal Studies Mathematics Standard Mathematics Advanced Modern History Music 1 PDHPE Physics Society & Culture Visual Arts <i>English Extension 1</i> <i>Mathematics Extension 1 (1unit)</i>	English Studies VET Business Services – Admin (Cert III) VET Construction (Cert II) VET Hospitality <i>Food &amp; Beverage</i> (Cert II) VET Hospitality <i>Kitchen Operations</i> (Cert II) VET Retail Services (Cert III)	<i>(No HSC examination – will count towards 6 units required for the HSC and does not count towards an ATAR).</i>  Computing Applications Exploring Early Childhood Numeracy Photography, Video & Digital Imaging VET Furniture Making (Cert II) VET Metal & Engineering (Cert I) VET Skills for Work, Better Living (Cert II) Sport, Lifestyle & Recreation Work Studies

**2 UNIT**

**BOARD DEVELOPED**

**CATEGORY A  
COURSES**

## **Aboriginal Studies**

**Fee: Year 11: \$20 Year 12: \$20**

### **Course Description**

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.

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.

### **Content**

#### **Preliminary Course**

- Aboriginality and the Land (20%)
- Heritage and Identity (30%)
- International Indigenous Community: Comparative Study (25%)
- Research and Inquiry Methods: Local Community Case Study (25%)

#### **HSC Course**

- Justice and Human Rights Issues (50%)
- Case Study of an Aboriginal community for each topic (20%)
- Research and Inquiry Methods – Major Project (30%)  
(Choice of project topic based on student interest)

### **Course Requirements**

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.



# **Ancient History**

## **No Fee**

## **Course Description**

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

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

## **Content**

### **Preliminary Course**

- 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). Students study at least two ancient societies
- Historical Investigation (20 indicative hours). Historical concepts and skills are integrated with the studies undertaken in Year 11.

### **HSC Course**

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- 'Ancient Societies' topic (30 indicative hours)
- 'Personalities in their Times' topic (30 indicative hours)
- 'Historical Periods' topic (30 indicative hours)

## **Course Requirements**

**Preliminary:** In the Year 11 course, students undertake at least two case studies.

- 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 Americas.

**HSC:** The course requires study from at least two of the following areas:

- Egypt, Greece, Near East, China, Rome

# **Biology**

**No Fee**

## **Course Description**

The Preliminary course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The HSC course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

## **Content**

### **Preliminary Course**

- Module 1 Cells as the Basis of Life
- Module 2 Organisation of Living Things
- Module 3 Biological Diversity
- Module 4 Ecosystem Dynamics

### **HSC Course**

- Module 5 Heredity
- Module 6 Genetic Change
- Module 7 Infectious Disease
- Module 8 Non-infectious Disease and Disorders

## **Course Requirements**

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

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

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

## **Business Studies**

**Year 11: no fee    Year 12: \$30 for case study**

### **Course Description**

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

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

### **Content**

#### **Preliminary Course**

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

#### **HSC Course**

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

# **Chemistry**

**No Fee**

## **Course Description**

The Preliminary course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The HSC course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

## **Content**

### **Preliminary Course**

- Module 1 Properties and Structure of Matter
- Module 2 Introduction to Quantitative Chemistry
- Module 3 Reactive Chemistry
- Module 4 Drivers of Reactions

### **HSC Course**

- Module 5 Equilibrium and Acid Reactions
- Module 6 Acid/base Reactions
- Module 7 Organic Chemistry
- Module 8 Applying Chemical Ideas

### **Course Requirements**

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

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

## **Community and Family Studies**

**Fee: Year 11: \$20 Year 12: \$20**

### **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.

### **Content**

#### **Preliminary 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).

#### **HSC 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)
- HSC Option Modules (approximately 25% of course time)

#### **Course Requirements**

Students will be assessed on each of the areas of study. Formats may include submissions, in class tests and formal examinations.

For the HSC course, students are required to complete an Independent Research Project as part of the 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.

## **Dance**

**Fee: Year 11: \$30 Year 12: \$30**

### **Course Description**

In Dance Stage 6, students are able to study dance as a unique artform in which the body is the instrument for non-verbal communication and expression. The study of dance as an artform within the school environment is of special educational value to the students' total development, as it offers students new ways of learning through the performance, composition and appreciation of dance.

The *Dance Stage 6 Syllabus* emphasises dance both as an artform in its own right and as an exciting medium for learning that fosters students' intellectual, social and moral development. The artform of dance has a theoretical base that challenges the mind and the emotions, and its study contributes to the students' artistic, aesthetic and cultural education. The study of dance as an artform acknowledges the interrelationship between the practical and theoretical aspects of dance — the making and performing of the movement and the appreciation of its meaning.

### **Content**

#### **Preliminary Course**

Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance.

#### **HSC Course**

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components - Performance, Composition, Appreciation or Dance and Technology.

### **Course Requirements**

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.



## Design and Technology

**Fee: Year 11: \$70 Year 12: \$70**

### **Course Description**

This course involves the study of design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. It involves hands-on practical activities which develop knowledge and skills in designing and producing. The course involves the development, realisation and documentation of design projects. The Major Design Project and supporting folio 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.

### **Content**

**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.

**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.

### **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.

## Drama

**Fee: Year 11: \$30 Year 12: \$30**

### **Course Description**

This course provides students with the opportunity to engage in collaborative and individual experiences to develop skills in interpretation, communication, performance and critical analysis. Students engage with the cultural traditions and social contexts of drama and theatre through critical study and experiences in practical workshop activities and performances.

### **Content**

**Preliminary Course:** 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. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

**HSC Course:** comprises the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

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.

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.

### **Course Requirements**

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* 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.

Students selecting Drama are required to keep a log book of the development of each of the components Group Performance and Individual Project.

# **Earth and Environmental Science**

**Fee Nil**

## **Course Description**

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

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

## **Content**

### **Preliminary Course**

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

### **HSC Course**

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

## **Course Requirements**

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

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

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

# **Economics**

**Fee 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.

## **Content**

### **Preliminary 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.

### **HSC 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.

## **Engineering Studies**

**Fee: Year 11: \$80 (4 Student Work Books) Year 12: Nil**

### **Course Description**

Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

### **Content**

#### **Preliminary Course**

Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of Biomedical engineering.

#### **HSC Course**

Students undertake the study of 4 compulsory modules:

- two application modules relating to the fields of Civil structures and Personal and public transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications

## **English Advanced**

**Fee: Nil**

### **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.

### **Content**

#### **Preliminary 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.

#### **HSC 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.

### **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.



## **English Standard**

**Fee: Nil**

### **Course Description**

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences and ideas are represented in and through texts. Students study a range of texts including prose fiction, drama, poetry, nonfiction and multimedia.

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.

### **Content**

#### **Preliminary 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 texts and analyse how meaning is created.

#### **HSC Course**

- The HSC Common Module *Texts and Human Experiences* is common to the HSC Advanced, Standard and English Studies Courses. Students will be required to explore, analyse and evaluate texts set for study.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

### **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.

## **Food Technology**

**Fee: Year 11: \$75 Year 12: \$75**

### **Course Description**

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the course.

The HSC course involves the study of: the Australian Food Industry; food production and processing, food design and product development; nutrition, diet and health and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

### **Content**

#### **Preliminary Course**

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

#### **HSC Course**

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

### **Course Requirements**

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

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

## **French Beginners**

**Fee: Year 11: \$50**

**Year 12: \$50**

### **Course Description**

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

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

### **Content**

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

# **Geography**

**Fee: Nil**

## **Course Description**

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.

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.

## **Content**

### **Preliminary Course**

- 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.

### **HSC Course**

- 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.

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

## **Course Requirements**

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.

## **German Beginners**

**Fee: Year 11: \$50 Year 12: \$50**

### **Course Description**

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German. Topics studied through two interdependent perspectives, the personal world and the German-speaking communities, provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture. Students' skills in, and knowledge of German will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

### **Content**

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

## **Industrial Technology: Electronics Technologies**

**Fee: Year 11: \$70 Year 12: \$70 OR the cost of major project materials**

### **Exclusions**

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

### **Course Description**

Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

In the Electronics focus area students will study the fundamentals of electronics, circuitry, understanding components, basic calculations and work health & safety requirements. Students will complete a number of practical tasks in their Preliminary year before moving onto a Major Design Project of their own choice during the Higher School Certificate. Previous projects have included drones, amplifiers, programmed LED cubes and alarm systems.

### **Content**

#### **Preliminary Course**

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

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

#### **HSC Course**

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

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

#### **Course Requirements**

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

**Note: You may only study ONE Industrial Technology focus area**



## **Industrial Technology: Graphics Technologies**

**Fee: Year 11: \$50 Year 12: \$50 OR the cost of major project materials**

### **Exclusions**

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

### **Course Description**

Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

In the Graphics focus area students will study the fundamentals of drawing, CAD drawing (Fusion 360), architectural and engineering drawing 3D modelling and work health & safety requirements. Students will complete a number of practical tasks in their Preliminary year before moving onto a Major Design Project of their own choice during the Higher School Certificate. Previous projects have included architectural designs, 3D modelling, laser cutting projects, assembly drawing.

### **Content**

#### **Preliminary Course**

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

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

#### **HSC Course**

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

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

### **Course Requirements**

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

**Note: You may only study ONE Industrial Technology focus area**

## **Industrial Technology: Metal and Engineering Technologies**

**Fee: Year 11: \$70 Year 12: \$70 OR the cost of major project materials**

### **Exclusions**

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

### **Course Description**

Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

In the Metal and Engineering focus area students will study the arc and MIG welding techniques, sheet metal bending and joining, scrolling, material characteristics and work health & safety requirements. Students will complete a number of practical tasks in their Preliminary year before moving onto a Major Design Project of their own choice during the Higher School Certificate. Previous projects have included barbeques, roof racks, braziers, fire pits and beds.

### **Content**

#### **Preliminary Course**

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

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

#### **HSC Course**

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

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

### **Course Requirements**

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

**Note: You may only study ONE Industrial Technology focus area**

## **Industrial Technology: Timber Production and Furniture Technologies**

**Fee: Year 11: \$70 Year 12: \$70 OR the cost of major project materials**

### **Exclusions**

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

### **Course Description**

Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

In the Timber Products and Furniture focus area students will study the cabinet work fundamentals, joining techniques, static machine and portable power tool procedures and work health & safety requirements. Students will complete a number of practical tasks in their Preliminary year before moving onto a Major Design Project of their own choice during the Higher School Certificate. Previous projects have included entertainment units, bookshelves, beds, display cabinets, dining tables and outdoor furniture.

### **Content**

#### **Preliminary Course**

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

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

#### **HSC Course**

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

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

### **Course Requirements**

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

**Note: You may only study ONE Industrial Technology focus area**

# **Investigating Science**

**Fee Nil**

## **Course Description**

The Preliminary course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The HSC course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

## **Content**

### **Preliminary Course**

- Module 1 Cause and Effect – Observing
- Module 2 Cause and Effect – Inferences and Generalisations
- Module 3 Scientific Models
- Module 4 Theories and Laws

### **HSC Course**

- Module 5 Scientific Investigations
- Module 6 Technologies
- Module 7 Fact or Fallacy?
- Module 8 Science and Society

## **Course Requirements**

Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

## **Legal Studies**

**Fee: Nil**

### **Course Description**

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and 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.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

### **Content**

#### **Preliminary Course**

- The Legal System (40% of course time)
- The Individual and the Law (30% of course time)
- The Law in Practice (30% of course time)

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.

#### **HSC Course**

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

Each topic's themes and challenges should be integrated into the study of the topic.

# **Mathematics Standard**

**Fee: Nil**

## **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 some of the substrands of Stage 5.2.

## **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 pathway in Year 11 are encouraged to study the Standard 1 or 2 pathway in Year 12.

## **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 (Category B) or the Mathematics Standard 2 Year 12 course (Category A).
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- Some students studying the Mathematics Standard 1 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.

## **Content**

The Mathematics Standard Year 11 course comprises of four topics, with the topics divided into subtopics. The Mathematics Standard 2 Year 12 course content includes the same four topics and the additional topic of *Networks*. The topics are:

### **Preliminary Course**

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

### **HSC Course**

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

## **Mathematics Advanced**

**Fee: Nil**

### **Prerequisites**

The Mathematics Advanced 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, Stage 5.2 and Stage 5.3.

### **Exclusions**

Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

### **Course Description**

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

### **Content**

The Mathematics Advanced Year 11 course content is comprised of five topics, with the topics divided into subtopics. The Mathematics Advanced Year 12 course content includes four of the same topics and the topic of Financial Mathematics in place of the topic of Exponential and Logarithmic Functions.

### **Preliminary Course**

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

### **HSC Course**

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

## **Modern History**

**Fee: Nil**

### **Course Description**

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

### **Content**

#### **Preliminary Course**

- Investigating Modern History: The nature of modern history and two case studies
- Historical Investigation
- The Shaping of the Modern World

#### **HSC Course**

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

### **Course Requirements**

#### **Preliminary**

In the Year 11 course, students undertake at least two case studies. One case study must be from Europe, North America or Australia, and One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

#### **HSC**

Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.



## **Music 1**

**Fee: Year 11: \$50 Year 12: \$50**

### **Course Description**

#### **Preliminary Course**

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.

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

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

#### **HSC Course**

In the HSC course, 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.

Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

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.

### **Course Requirements**

#### **HSC Course**

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

# **Personal Development, Health and Physical Education (PDHPE)**

**Fee: Year 11: \$20 Year 12: \$20**

## **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.

## **Content**

### **Preliminary 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

### **HSC 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

## **Course Requirements**

In addition to core studies, students select two options in each of the Preliminary and HSC courses. Students will be assessed on each of the areas of study. Formats may include submissions, in class tests and formal examinations.

# **Physics**

**Fee: Nil**

## **Course Description**

The Preliminary course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The HSC course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

## **Content**

### **Preliminary Course**

- Module 1 Kinematics
- Module 2 Dynamics
- Module 3 Waves and Thermodynamics
- Module 4 Electricity and Magnetism

### **HSC Course**

- Module 5 Advanced Mechanics
- Module 6 Electromagnetism
- Module 7 The Nature of Light
- Module 8 From the Universe to the Atom

## **Course Requirements**

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

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

## **Society and Culture**

**Fee: Year 11: \$15 Year 12: \$15**

### **Course Description**

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

### **Content**

#### **Preliminary Course**

- The Social and Cultural World – the interactions between persons and groups within societies
- Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them

#### **HSC Course**

##### **Core**

- Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- The Personal Interest Project (PIP) – an individual research project

##### **Depth Studies**

Two to be chosen from:

- Popular Culture – the interconnection between popular culture, society and the individual
- Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

### **Course Requirements**

Completion of Personal Interest Project

## **Visual Arts**

**Fee: Year 11: \$60 Year 12: \$60**

### **Course Description**

#### **Preliminary Course**

Visual Arts involves students in artmaking, art criticism and art history. 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.

Preliminary 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 artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- building understandings over time through various investigations and working in different forms.

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

#### **HSC Course**

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.

HSC 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.

### **Course Requirements**

#### **Preliminary 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.

#### **HSC Course**

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

**1 UNIT**

**BOARD DEVELOPED**

**CATEGORY A  
COURSES**

## **English Extension 1 - Year 11 and English Extension 2 – Year 12**

Fee: Nil

### **Prerequisites:**

- (a) English (Advanced)
- (b) Preliminary English Extension is a prerequisite for HSC English Extension Course 1
- (c) HSC English Extension Course 1 is a prerequisite for HSC English Extension Course 2

### **Course Description**

In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.

### **Content**

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

**HSC English Extension Course 1:** Students must complete the Common Module: Literary Worlds and **one** elective option as well as **two** related texts.

- Elective 1: Literary Homelands
- Elective 2: Worlds of Upheaval
- Elective 3: Reimagined Worlds
- Elective 4: Literary Mindscapes
- Elective 5: Intersecting Worlds

**HSC English Extension Course 2:** The course requires students to complete a Major Work.

### **Course Requirements**

**Preliminary English (Extension) Course:** students are required to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

**HSC English Extension Course 1** requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2019–2023 Electives and Prescribed Texts).

## **History Extension – Year 12 only**

**Fee: Nil**

### **Prerequisites:**

- A Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.
- An HSC course in Modern or Ancient History is a co-requisite for the HSC History Extension course.

### **Course Description**

The aim of HSC History Extension is to enable students to evaluate the ideas and processes used by historians to produce history and to apply what they have learned to enquire into areas of historical interest with increasing independence.

The course further develops students' understanding of how historians work. The focus of the course is not on content alone, although an understanding of content is important. Rather than simply extending students' knowledge of a particular period or event in history, the course is aimed at using specific historical investigations to reflect on the nature of history and how and why approaches and interpretations change over time.

Students also gain a great deal of intellectual challenge and enjoyment from undertaking a historical investigation into an area that they have chosen and developed themselves. They are able to concentrate on an issue of personal interest to them, finding satisfaction and a sense of empowerment in the development and presentation of an extended piece of writing of their own.

### **Content**

- **Part I: What is History? (60% course time)** Students use historical debates from ONE case study and a source book of historical readings to investigate the question 'What is history?', through the key questions: Who are the historians? What are the aims and purposes of history? How has history been constructed and recorded over time? Why have approaches to history changed over time?
  - Example Case Studies – Ancient Egypt and the Life of Teti, The End of the Bronze Age, The Impact of Rome on the Provinces, The Crusades – Campaigns of the Cross? Spain and the Aztec Empire, Napoleon – Reformer or Tyrant, The Nature of the Presidency of J.F.K, Women convicts in NSW.
- **Part II: History Project (40% course time)** Students complete research on a topic of their own choosing then plan and compose an extended piece of writing.



# **Mathematics Extension 1**

**Fee: Nil**

## **Prerequisites**

The Mathematics Extension 1 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, Stage 5.2 and Stage 5.3.

## **Exclusions**

Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

## **Course Description**

- The Mathematics Extension 1 Year 11 and Year 12 course includes the Mathematics Advanced Year 11 and Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and, therefore, also includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

## **Content**

The Mathematics Extension 1 Year 11 course content is comprised of four topics, with the topics divided into subtopics. The Mathematics Extension 1 Year 12 course content includes the topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different topics. The topics are:

### **Preliminary Course**

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

### **HSC Course**

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

## **Mathematics Extension 2 – Year 12 only**

**Fee: Nil**

### **Prerequisites**

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently, or have already completed, studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

### **Exclusions**

Students may **not** study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

### **Course Description**

- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.
- All students studying the Mathematics Extension 2 course will sit for an HSC examination.

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

### **Content**

The Mathematics Extension 2 course is comprised of five topics, with the topics divided into subtopics. The topics are:

#### **HSC Course**

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

## **Science Extension – Year 12 only**

**Fee: Nil**

### **Prerequisites**

Note: Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

### **Course Description**

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

### **Content**

#### **HSC Course**

- Module 1 The Foundations of Scientific Thinking
- Module 2 The Scientific Research Proposal
- Module 3 The Data, Evidence and Decisions
- Module 4 The Scientific Research Report

### **Course Requirements**

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

**2 UNIT**

**BOARD DEVELOPED**

**CATEGORY B  
COURSES**

## **English Studies**

Fee: Nil

### **Course Description**

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.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- From the 2019 HSC, students will be able to sit for an optional HSC examination and 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 if they have satisfactorily completed courses that comprise the pattern of study required by NESA
- To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study

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.

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

### **Content**

#### **Preliminary Course**

- Students study the mandatory module, *Achieving through English: English in education, work and community* 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 students' needs and interests).
- Students may also study an optional teacher-developed module.

#### **HSC Course**

- The HSC Common Module, *Texts and Human Experiences* is 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 students' needs and interests).
- Students may also study an optional teacher-developed module.

# **Mathematics Standard 1**

**Fee: Nil**

## **Prerequisites**

The Mathematics Standard 1 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Standard Year 11 course.

## **Exclusions**

Students may **not** study any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

## **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 (Category B) or the Mathematics Standard 2 Year 12 course (Category A).
- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.
- To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.
- All students studying the Mathematics Standard 1 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 1 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 an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

## **Content**

The Mathematics Standard 1 Year 12 course content comprises five topics, with the topics divided into subtopics. The topics are:

### **HSC Course**

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

**IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESAs has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.**

Course: <b>Business Services</b> Board Developed Course	4 Preliminary and/or HSC units in total <b>Category B for Australian Tertiary Admission Rank (ATAR)</b>
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This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

<b>Business Services Training Package (BSB v7)</b> <b>Units of Competency</b> <b>Core</b> BSB CRT311 Apply critical thinking skills in a team environment BSB PEF201 Support personal wellbeing in the workplace BSB SUS211 Participate in sustainable work practices BSB TWK301 Use inclusive work practices BSB WHS311 Assist with maintaining workplace safety BSB XCM301 Engage in workplace communication	<b>Electives</b> 7 elective units, of which: 2 elective units must be selected from Group A 1 elective unit must be selected from Group B for the remaining 4 elective units: up to 4 units may be selected from Groups A – G if not listed, up to 3 units may be selected from a Certificate II, Certificate III or Certificate IV from this or any other currently endorsed Training Package qualification or accredited course.
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**Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.**

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

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

Examples of occupations in the business services industry:

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

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

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

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

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

<b>Course Cost: Preliminary - \$40      HSC - \$40</b>	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
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A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

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

**IMPORTANT INFORMATION:** The training package for this course has recently changed. At the time of publication, NESA has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.

Course: <b>Construction</b> Board Developed Course	4 Preliminary and HSC units in total <b>Category B for Australian Tertiary Admission Rank(ATAR)</b>
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This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification in CPC20220 Certificate II in Construction Pathways, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

<b>Construction, Plumbing and Services Training Package (CPC6.2)</b> <b>Units of Competency</b> <b>Core</b> CPCCOM1012 Work effectively and sustainably in the Construction Industry CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry CPCCOM1013 Plan and organise work CPCCOM1015 Carry out measurements and calculations CPCCVE1011 Undertake a basic construction project	<b>Electives</b> CPCCOM1014 Conduct workplace communication CPCCOM2001 Read and interpret plans and specifications CPCCCA2011 Handle carpentry materials CPCCCA2002 Use carpentry tools and equipment CPCCCM2006 Apply basic levelling procedures CPCCCO2013 Carry out concreting to simple form CPCCJN3004 Manufacture and assemble joinery components
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<b>Course Prerequisite</b> CPCCWHS1001 - Prepare to work safely in the construction industry. <b>The Construction General Induction Training (Whitecard) will be delivered as part of this course by:</b> <ul style="list-style-type: none"> <li>• <b>Approximately \$110</b></li> </ul>	Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeworkNSW GIT card is mandatory before undertaking any work placement. No online course is recognised by the Dept of Ed
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**Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.**

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

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

Examples of occupations in the construction industry:

• building	• concreting	• shop fitting	• bricklaying	• carpentry
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**Mandatory HSC Course Requirements**  
 Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.  
**External Assessment (optional HSC examination for ATAR purposes)**  
 The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Competency-Based Assessment**  
 Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit/s of competency they can effectively carry out competency.  
**Appeals and Complaints**  
 Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.

<b>Course Cost: Preliminary - \$70      HSC - \$70</b> <b>School Specific equipment and associate requirements for students</b> <ul style="list-style-type: none"> <li>• <b>GIT Card (Workcover) Required for Student Workplacements - \$110 Approximately</b></li> <li>• <b>Sturdy Leather Shoes</b></li> <li>• <b>Steel Capped Work Boots for Outdoor Projects and PPE</b></li> </ul>	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
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A school-based traineeship and apprenticeship is available in this course, for more information: <http://www.sbatinnsw.info/>

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



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

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

#### Tourism, Travel and Hospitality training package (SIT 1.2)

#### Units of Competency

##### Core

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

##### Electives

SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage

#### Plus, additional competencies

##### Category A

SITXFSA001	Use hygienic practices for food safety
SITHCCC001	Use food preparation equipment
SITHCCC002	Prepare and present simple dishes
SITHCCC006	Prepare appetisers and salads

OR

##### Category B

SITXCOM001	Source and present information
BSBCMM201	Communicate in the workplace
BSBSUS201	Participate in environmentally sustainable work practices
HLTAID003	Provide First Aid

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

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

#### Recommended Entry Requirements

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

#### Examples of occupations in the hospitality industry:

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

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

#### External Assessment (optional HSC examination for ATAR purposes)

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

**Course contribution: Year 11 - \$140 Plus Uniform (approximately \$75)**  
**Year 12 - \$140**

- **The Uniform is required for all practical cooking and for the student Work Placements**
- **Black leather shoes**

#### Refunds

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

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

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

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

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

#### Tourism, Travel and Hospitality training package (SIT 1.2)

##### Units of Competency

###### Core

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

##### Electives

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

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

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

#### Recommended Entry Requirements

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

#### Examples of occupations in the hospitality industry

- Kitchenhand
- Cook
- Chef
- Baker

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

#### External Assessment (optional HSC examination for ATAR purposes)

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

**Course contribution:** Year 11 - **\$140 Plus Chef Uniform**  
(approximately \$75) Year 12 - **\$140**

- **The Chef Uniform is required for all practical cooking and for the student Work Placements**
- **Black leather shoes**

#### Refunds

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

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

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

## 2022 RETAIL SERVICES COURSE DESCRIPTION

### SIR30216 Certificate III in Retail Services

RTO 90162 Public Schools NSW, Tamworth

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time.

Course: **Retail Services**  
Board Developed Course

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

#### Retail Services Training Package (SIR 3.0)

##### Units of Competency

###### Core units

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

##### Elective units

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

##### Additional for HSC requirements

SIRXSLS002 Follow point of sale procedures

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

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

#### Recommended Entry Requirements

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

#### Examples of occupations in retail services industry

- |                              |                    |                      |
|------------------------------|--------------------|----------------------|
| ▪ Buyer                      | ▪ Stock controller | ▪ Visual merchandise |
| ▪ Customer service assistant | ▪ Salesperson      | ▪ Merchandise        |

#### Mandatory HSC Course Requirements.

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

#### External Assessment (optional HSC examination for ATAR purposes)

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

**Course Cost: Preliminary - \$40    HSC - \$40**  
**School Specific equipment and associate requirements for students**

#### Refunds

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

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

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

**2 UNIT**

**CONTENT ENDORSED  
COURSES**

# **Computing Applications**

**Fee: Nil**

## **Course Description**

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workforce and it has also become an increasingly obvious part of our entertainment and recreation. Computing and related information is a 'hands on' skills based course aimed at developing the students' abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task. It is expected that the target group for Computing Applications is those who have had little practical experience in using computers.

The study of Computing Applications Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

## **Content**

### **Course modules**

- Hardware and software skills
- Graphics
- Spreadsheets
- Desktop Publishing
- Multimedia

## **Course Requirements**

It is a basic course requirement that individual and/or group project work must form part of the teaching and learning program. It is expected that students will develop knowledge, understanding and skills in project work sufficiently early in the course to complete the mandatory requirement of at least one project. It is expected that students will demonstrate the relevant Key Competencies in the context of their project. The study of Computing Applications Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university, other tertiary institutions and private providers.

## **Exploring Early Childhood**

Fee: Year 11: \$50    Year 12: \$50

### **Course Description**

Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments for young children. Skills in communication and interaction with young children will also be developed.

During the course students will have the opportunity to prepare and cook food suitable for early childhood in the TAS kitchens.

### **Content**

#### **Core Course Modules**

- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour

### **Course Requirements**

Students will potentially visit Childcare Centres as part of this course, many opportunities to interact with young children.

Some accreditation for units covered when studying the Early Childhood course at TAFE (after completing the two years).

## 2021 FURNITURE MAKING PATHWAYS DESCRIPTION

### MSF20516 Certificate II in Furniture Making Pathways

RTO 90162 Public Schools NSW, Tamworth

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

Course: **Furniture Making Pathways**  
 Board Endorsed Course

3 units Preliminary or HSC  
**Does not contribute towards Australian Tertiary Admission Rank**

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

#### Furnishing Training Package (MSF V3.1)

##### Units of Competency

###### Core

MSMENV272	Participate in environmentally sustainable work practices
MSMPCI103	Demonstrate care and apply safe work practices at work
MSFGN2001	Make measurements and calculations
MSFFP2001	Undertake a basic furniture making project
MSFFP2002	Develop a career plan for the furnishing industry

##### Electives

MSFFM2002	Assemble furnishing components
MSFFM2003	Select and apply hardware
MSFFP2003	Prepare Surfaces
MSFFP2005	Join furnishing material
MSFFP2006	Make simple timber joints
MEM16008A	Interact with computing technology
MSMSUP106	Work in a team

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

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

#### Recommended Entry Requirements

This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the furnishings and light manufacturing industry.

#### Examples of occupations in the construction industry:

- Shop fitting
- Cabinet Making
- Joinery
- Wood Turning

#### Mandatory HSC Course Requirements

Students must complete 180 indicative hours of course work to be eligible for the certificate. Students who do not meet these requirements will be 'N' determined as required by the NESA.

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

**Course Cost: Preliminary - \$70      HSC - \$70**  
**School Specific equipment and associate requirements for students**

- **Sturdy Leather Footwear**
- **Personal protective Clothing**

#### Refunds

Refund Arrangements on a pro-rata basis.  
 Please refer to your school refund policy

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

Students may study VET Furniture Making and Industrial Technology- Timber and Furniture Products, however cannot submit same projects for assessment in both courses.

**2022 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTION**  
**MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413**  
**Certificate II in Engineering Pathways**  
**RTO 90162 Public Schools NSW, Tamworth**

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

Course: **Manufacturing and Engineering - Introduction**  
 Board Endorsed Course

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

**Manufacturing and Engineering Training Package (MEM 2)**

**Units of Competency**

**Core**

- |           |                                                                      |
|-----------|----------------------------------------------------------------------|
| MEM13015  | Work safely and effectively in manufacturing and engineering         |
| MEMPE006A | Undertake a basic engineering project MEMPE005A                      |
|           | Develop a career plan for the engineering and manufacturing industry |

**Electives**

- |           |                                      |
|-----------|--------------------------------------|
| MEM16006  | Organise and communicate information |
| MEM11011  | Undertake manual handling MEM12024   |
|           | Perform computations                 |
| MEM18001  | Use hand tools                       |
| MEM18002  | Use power tools/hand held operations |
| MEM16008  | Interact with computer technology    |
| MEM07032  | Use machines for basic operations    |
| MEMPE001A | Use engineering workshop machines    |
| MEMPE002A | Use electric welding machines        |
| MEMPE004A | Use fabrication equipment            |

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

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**Recommended Entry Requirements**

Students selecting this course should be interested in working in a manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments.

**Examples of occupations in the Manufacturing and Engineering industry**

- |             |                                               |                      |             |
|-------------|-----------------------------------------------|----------------------|-------------|
| ▪ fitter    | ▪ refrigeration and air conditioning mechanic | ▪ toolmaker          | ▪ locksmith |
| ▪ machinist |                                               | ▪ maintenance fitter |             |

**Mandatory HSC Course Requirements**

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

There is **no** external examination in the HSC year for students.

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Cost: Preliminary - \$70 HSC - \$70**  
**School Specific equipment and associate requirements for students**

- **Sturdy Leather Footwear**
- **Personal protective Clothing**
- **Workbook Folder**

**Refunds**

Refund Arrangements on a pro-rata basis.  
 Please refer to your school refund policy

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

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



## **Numeracy**

**Fee: Nil**

### **Course Description**

The Numeracy course is a Content Endorsed Course (CEC) developed by NESAs. This course offers students the opportunity to develop the numeracy and mathematics skills required for everyday life after school.

The course can be included in the achievement of the HSC but is not externally examined and does not contribute to the calculation of an ATAR. It is treated as a 2-unit course and is taught in Year 11 and Year 12.

The Numeracy course is focused on building functional and practical skills including:

- Budgeting
- Earning and spending money
- Using probability in everyday situations
- Interpreting statistics in the media
- Understanding plans and maps

## **Photography, Video and Digital Imaging**

**Fee: Year 11: \$65    Year 12: \$45**

### **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. This course will be 70% practical and 30% theory.

### **Content**

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.

### **Course Requirements**

Students are required to keep a diary throughout the course

## Skills for Work - Better Living

### 2022 SKILLS FOR WORK AND VOCATIONAL PATHWAYS COURSE DESCRIPTION

#### FSK20119 Certificate II in Skills for Work and Vocational Pathways

**IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESAs has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.**

Course: <b>Skills for Work and Vocational Pathways</b> Board Endorsed Course	2 or 3 Preliminary or HSC units in total Board Endorsed Course Does not contribute towards Australian Tertiary Admission Rank
---------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

<p><b>Foundation Skills Training Package (FSK 2.0)</b> The following content is delivered in the 180 hour course, and a modified pattern of delivery is available in the 120 hour course, leading to a Statement of Attainment towards a Certificate II qualification. To achieve the full qualification, competency must be demonstrated in: 14 units of competency- 1 core unit, <i>plus</i> 13 elective units.</p> <p><b>Course Units of Competency</b></p> <p><b>Core</b> FSKLRG011 Use routine strategies for work-related learning</p> <p><b>FSK Electives Group A (up to 5 units may be selected)</b> FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKNUM015 Estimate, measure and calculate with routine metric measurements for work</p> <p><b>FSK Electives Group B (at least 5 units must be selected)</b> FSKRDG010 Read and respond to routine workplace information FSKWTG009 Write routine workplace texts FSKOCM007 Interact effectively with others at work</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">FSKDIG003</td> <td>Use digital technology for non-routine workplace tasks</td> </tr> <tr> <td>FSKLRG009</td> <td>Use strategies to respond to routine workplace problems</td> </tr> <tr> <td>FSKLRG010</td> <td>Use routine strategies for career planning</td> </tr> <tr> <td>FSKOCM004</td> <td>Use oral communication skills to participate in workplace meetings</td> </tr> <tr> <td>FSKRDG009</td> <td>Read and respond to routine standard operating procedures</td> </tr> <tr> <td colspan="2"><b>Other Electives</b></td> </tr> <tr> <td>SITHCCC002</td> <td>Prepare and present simple dishes</td> </tr> <tr> <td>SITXWHS001</td> <td>Participate in safe work practices</td> </tr> <tr> <td>SITXFSA001</td> <td>Use hygienic practices for food safety</td> </tr> <tr> <td>SITHFAB004</td> <td>Prepare and serve non-alcoholic beverages</td> </tr> <tr> <td>SITHFAB005</td> <td>Prepare and serve espresso</td> </tr> </table>	FSKDIG003	Use digital technology for non-routine workplace tasks	FSKLRG009	Use strategies to respond to routine workplace problems	FSKLRG010	Use routine strategies for career planning	FSKOCM004	Use oral communication skills to participate in workplace meetings	FSKRDG009	Read and respond to routine standard operating procedures	<b>Other Electives</b>		SITHCCC002	Prepare and present simple dishes	SITXWHS001	Participate in safe work practices	SITXFSA001	Use hygienic practices for food safety	SITHFAB004	Prepare and serve non-alcoholic beverages	SITHFAB005	Prepare and serve espresso
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FSKOCM004	Use oral communication skills to participate in workplace meetings																						
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SITHFAB004	Prepare and serve non-alcoholic beverages																						
SITHFAB005	Prepare and serve espresso																						

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

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

**Recommended Entry Requirements**

Certificate II in Skills for Work and Vocational Pathways represents an option for students to demonstrate key employability skills and a range of foundation skills to employers. This course is project based and projects will be determined by the school. The course provides an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem-solving skills that relate directly to the workplace.

**Career Pathways:** Skills and knowledge gained are transferable to vocational pathways or various industries.

**Mandatory HSC Course Requirements**

There is no mandatory workplace learning component in this course. Where a student has not met NESAs 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 contribute to an AQF qualification.

**External Assessment** There is no Higher School Certificate (HSC) examination for the Skills for Work and Vocational Pathways course. The course does not contribute towards an ATAR.

**Qualifications**

Students who are assessed as competent in sufficient units of competency will be eligible for a FSK20119 Certificate II Skills for Work and Vocational Pathways. Students who do not achieve competency in all the units in the 180 hour course or complete the 120 hour course will be eligible for a Statement of Attainment towards FSK20119 Certificate II in Skills for work and vocational pathways.

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Cost: Year 11 - \$80, Year 12 \$80**

- Enclosed Leather Shoes
- Apron

**Project work will be practicals in the following areas:**

- Coffee & Cake Café
- Wood Fired Oven Pizzas
- Mocktail Magic
- Tasty Treats
- Resume Designing

## **Sport, Lifestyle and Recreation (SLR)**

**Fee: Year 11: \$20    Year 12: \$20**

### **Exclusions**

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

### **Course Description**

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

This course 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 performance;
- An ability to analyse and implement strategies to promote health, activity and enhance performance;
- A capacity to influence the participation and performance of self and others.

### **Content**

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

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

### **Student Assessment**

Students will be assessed on each of the areas of study. Formats may include presentations, demonstrations, submissions, in class tests and formal examinations.

## **Work Studies**

**Fee: Year 11: \$70    Year 12: \$70**

### **Course Description**

Work Studies will assist students to recognise the links between education, training, work and lifestyle, and the economic and social factors that affect work opportunities. It will develop students' skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

Students will complete a resume which will be used to apply for positions that become available throughout the year. Students will also go through a mock interview situation to boost their confidence for the real-life situation.

The strongly practical orientation of the course (timber and metal) is intended to give students useful experiences against which to test their emerging career and/or study preferences. It also allows for students to develop a range of skills and attitudes in actual workplace contexts.

### **Content**

#### **Course Structure**

The modular structure comprises a compulsory common core and optional course modules. Schools are able to select from the course modules provided, or develop their own modules to meet the identified local needs of their student group.

#### **Elective Modules**

The elective modules are practical project-based areas from the timber and metal industry. Students will complete practical projects to gain skills and confidence in the workshop that should lead to bolstering the student's employability skills. They will also be asked to complete group tasks that give them the experience of team work in the work place.

#### **Work Experience**

As part of the course students will be asked to complete 30 hours of work experience each year. This can be done in an area of their choice. Documentation must be completed before undertaking work experience and the workplace checked for authenticity.

#### **The Core**

Core studies known as My Working Life is compulsory. The core provides an introductory study of aspects of work and work-related skills which are then taken up in more detail in the course modules. The indicative time allocation for the core is 30 hours.

#### **Course Modules**

The course modules expand on the issues introduced in the core. The 8 course modules supplied are:

- In the Workplace
- Preparing Job Application
- Teamwork and Enterprise Project & Skills
- Experiencing Work
- Applying Technology in the Workplace
- School Developed Projects Metal & Timber

Each module will be studied for an indicative time of either 15 or 30 hours, depending on student interest, teacher expertise, available resources and intended depth of treatment and extent of workplace involvement.

## IMPORTANT THINGS TO CONSIDER

### To Achieve an ATAR:

You will complete a minimum of 6 Subjects (12 Units) in Year 11 & a minimum of 5 Subjects (10 Units) in Year 12. To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- 8 units from Category A Subjects
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subjects.

### To Achieve a HSC (Non ATAR):

You will complete a minimum of 6 Subjects (12 Units) in Year 11 & a minimum of 5 Subjects (10 Units) in Year 12. The pattern of study **MUST** consist of:

- 3 Category A subjects which includes English (2 Units) plus 2 Content Endorsed Subjects (10 Units).  
**OR**
- 2 Category A Subjects which includes English (2 Units) and 1 Category B Subject plus 2 Content Endorsed Subjects (10 Units).  
**OR**
- English (2Units) and 2 Category B subjects plus 2 Content Endorsed Subjects (10 Units).

### The Can and Cannots:

- You can only select and study ONE Industrial Technology course.
- You can study any THREE Science subjects (6 units) in Year 11 and 7 units (with Science Extension 1 unit) in Year 12.

### The Selection Process:

- **You need to complete the “Subject Selection Form” on the last page of this booklet and ensure a parent or carer signs it.**
- **During weeks 9 and 10 of Term 2, you will have an interview with the THS Transition Team to discuss your choices and to ensure your subjects align with your intended pattern of study. YOU MUST BRING YOUR “SUBJECT SELECTION FORM”, SIGNED BY YOUR PARENT/CARER, WITH YOU.**

## HSC Courses

BOARD DEVELOPED	BOARD DEVELOPED VOCATIONAL (VET)	CONTENT ENDORSED
Category A	Category B	Content Endorsed
Aboriginal Studies Ancient History Biology Business Studies Chemistry Community and Family Studies Dance Design and Technology Drama Earth and Environmental Science Economics Engineering Studies English Advanced English Standard Food Technology French (Beginners) Geography German (Beginners) Industrial Technology Electronics Industrial Technology Graphics Industrial Technology Metals Industrial Technology Timber Investigating Science Legal Studies Mathematics Standard Mathematics Advanced Modern History Music 1 PDHPE Physics Society & Culture Visual Arts <i>English Extension 1 (1 unit)</i> <i>Mathematics Extension 1 (1unit)</i>	English Studies VET Business Services – Admin (Cert III) VET Construction (Cert II) VET Hospitality <i>Food &amp; Beverage</i> (Cert II) VET Hospitality <i>Kitchen Operations</i> (Cert II) VET Retail Services (Cert III)	<i>(No HSC examination – will count towards 6 units required for the HSC and does not count towards an ATAR).</i>  Computing Applications Exploring Early Childhood Numeracy Photography, Video & Digital Imaging VET Furniture Making (Cert II) VET Metal & Engineering (Cert I) VET Skills for Work, Better Living (Cert II) Sport, Lifestyle & Recreation Work Studies

## SUBJECT SELECTION FORM

### STEP 1

Please circle which English strand you prefer    **English - Advanced / Standard / Studies**

### STEP 2

Please circle ATAR or Non-ATAR    **ATAR / Non-ATAR**

### STEP 3

*The order of your selections is very important. So, pick your most preferred subject first, then your second preferred etc. This will give your preferred subjects the best chance of running next year.*

Select your other subjects in order of preference.

Preference 1: \_\_\_\_\_

Preference 2: \_\_\_\_\_

Preference 3: \_\_\_\_\_

Preference 4: \_\_\_\_\_

Preference 5: \_\_\_\_\_

Reserve 1: \_\_\_\_\_

Reserve 2: \_\_\_\_\_

- All students will complete selections online during the interview with a member of the THS Transition Team. You **MUST** have this form with you during this process.
- **Your parent/carer MUST sign this form to confirm your subject choices.**

**Signature (Parent/Carer):** \_\_\_\_\_ **Date:** \_\_\_\_\_