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FAIRVALE HIGH SCHOOL

I Learn to Live



SENIOR HANDBOOK

Preliminary Course 2022 HSC Course 2023

To be read in conjunction with the 'Student Welfare and Information Booklet'

Tradition



Care



Innovation

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INTRODUCTION

This handbook has been produced to give you and your parents some useful advice about the senior curriculum at Fairvale High School. While traditionally the Higher School Certificate has prepared students for tertiary education at university, Technical and Further Education (TAFE) and other such institutions, our courses now cater for the increasing number of young people who wish to complete six years of high school and have ambitions of immediate entry into the workforce.

To qualify for the Higher School Certificate, you must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of two-unit value or greater (either Board Developed or Board Endorsed Courses)
- at least four subjects.

You must be entered for all courses you are attempting in the current year, including those courses studied outside the school. You will receive a Confirmation of Entry with your personal details and courses listed. You must sign the declaration printed on the Confirmation of Entry and return it to the school.

An Australian Tertiary Admission Rank (ATAR) is given to students who study a curriculum pattern that qualifies the student for an ATAR. The ATAR is the main measure used to calculate a student's eligibility for enrolment at university. More information on the ATAR can be accessed at the following website:

<http://www.uac.edu.au/undergraduate/atar/>

I hope that you find the information in this handbook useful to help you select a senior course of study best suited to your future requirements. I encourage you to research your course needs thoroughly, weigh up the advice you receive and be realistic in your choice of courses.

If you have any questions about the subject selection process, please feel free to see

Ms Fountis & Mrs Piet
Deputy Principals

Mr Barbuto
Subject Selection Co-ordinator

SENIOR COURSE REQUIREMENTS

The senior courses are based on a number of indicative hours for each course:

- 1 unit courses consists of 60 hours in the Preliminary course and 60 hours in the HSC course
- 2 unit courses consists of 120 hours in the Preliminary course and 120 hours in the HSC course

To be awarded the HSC, a student must complete a minimum of:

- 12 units of Preliminary courses and Sport; and
- 10 units of HSC courses

At Fairvale High School, we require all students to study 12 units in Year 11 at school. It is strongly advised that students continue with 12 units in Year 12. This can only be varied after consultation with the Deputy Principal and with his/her written permission. Saturday School and TAFE units are in addition to these.

Glossary of Terms

Certain words are used in the next part of the handbook. These terms are explained below.

HSC with an ATAR	The right to apply for entry to a university or college by the successful studying of subjects which meet the entrance requirements of the university or college.
Board Developed Course	A subject which has its syllabus (content) provided by NESA. The course is the same in all schools and its assessment includes an external examination at the end of Year 12. They count towards the ATAR (previously called the TER/UAI). An example is Economics.
Board Endorsed Course (BEC)	A subject which has its syllabus (content) designed by the school especially for the needs and interests of its students. It is endorsed by NESA as a suitable subject. It is assessed from within the school and there is no external examination. When studied in Year 12, it appears on the student's HSC, but does it NOT count towards the ATAR. An example is Ceramics.
Vocational Education and Training (VET)	VET courses allow students to gain both a HSC or RoSA qualification as well as a qualification recognised nationally as part of the Australian Qualification Framework (AQF). Students have the opportunity to achieve a Certificate II, Certificate III or Statement of Attainment towards a Certificate III.
Australian Tertiary Admission Rank (ATAR)	A numerical rank order of all eligible HSC candidates. The maximum possible ATAR is 99.95 and is calculated from a student's 10 best units in the HSC. To be eligible for an ATAR, special rules apply.
1 Unit	1 unit courses consists of 60 hours in the Preliminary course and 60 hours in the HSC course. The maximum mark is 50. Many BEC courses are 1 unit courses.
2 Unit	2 unit courses consists of 120 hours in the Preliminary course and 120 hours in the HSC course. The maximum mark is 100.
Extension 1	A course that involves an additional 60 hours in the Preliminary course and 60 hours in the HSC course.
Extension 2	A course that involves an additional 120 hours in the Preliminary course and 120 hours in the HSC course.
Preliminary course	When a course is studied over two years, the first year of that course is known as the Preliminary course (generally studied in Year 11).
HSC course	When a course is studied over two years, the second year of that course is known as the HSC course (generally studied in Year 12). It is this section of the course which is generally examinable and assessable for the HSC. 1 unit courses can be studied as either Preliminary or HSC Courses depending on whether they are to be examined at the end of the year of study.

H.S.C. ASSESSMENT

WHY A SCHOOL ASSESSMENT?

The school assessment allows for the measuring of all of the stated aims of the HSC courses as contained in the syllabus documents and not just those which are easily examined in an external examination. School assessment allows for the assessment of a student's progress in Year 12 and is therefore not an estimate of a student's performance in the final HSC examination. In particular, it allows for the assessment of practical and oral skills, which are important skills but difficult to assess in a formal examination.

WHEN WILL ASSESSMENT BEGIN?

The Preliminary course will be assessed and the school will report the final assessment to NESA as satisfactory or unsatisfactory, together with a grade in each course. A satisfactory assessment in Preliminary Courses is necessary for progress to the HSC. The Preliminary course assessment **will not** contribute to the HSC assessment.

Before any assessment begins, the student will be issued with a relevant document relating to that subject's assessment schedule. All students will be advised of their progressive rank at the end of Year 11, midway through Year 12, and again before the HSC begins.

Any student not fulfilling the requirements of the school's assessment policy will have their name submitted to NESA, which may result in the subject being deleted from their HSC.

ASSESSMENT AND REPORTING

- The HSC report will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject. It will provide a description of your achievements.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - **The HSC Testamur** (*The official certificate confirming your achievement of all requirements.*)
 - **The Record of Achievement** (*This document lists the courses you have studied and reports the marks and bands you have achieved.*)
 - **Course Reports**

Student achievement will be reported by NESA within the following bands:

0 – 49	Band 1
50 – 59	Band 2
60 – 69	Band 3
70 – 79	Band 4
80 – 89	Band 5
90 – 100	Band 6

STUDENT SERVICES

CAREERS AND TRANSITION TEAM

This team can give you information, guidance and counselling about:

- career choice/job prospects
- subject selection for students who want to continue with further education
- work experience organisation
- part-time traineeships
- school-delivered VET courses
- TAFE-delivered VET courses
- links with employment agencies
- preparing for entry into the workforce

The Careers and Transition Team is located in Wright Block.

SCHOOL COUNSELLOR

The School Counsellor is trained to help students when they are experiencing difficulty. You can ask the School Counsellor for help when you have problems about:

- friendships with others
- preparing for exams
- relationships with teachers or parents
- managing work related stress.

Appointments to see the School Counsellor may be made by you, your parents or your teachers, by contacting the School Counsellor or the Deputy Principal.

YEARS 11 AND 12 Learning and Wellbeing Team

This team is made up of the Stage 6 Deputy Principal, Head Teacher Learning & Wellbeing, Year Advisers, a member of the Careers & Transition Team and the Stage Learning and Support teacher.

You can discuss any problems that you may be having at school with a member of this team. This can include problems about learning difficulties, relationships with other students or teachers and personal problems.

The Year Adviser gathers information about your progress and behaviour from the teachers. Your parents can make an appointment with the Year Adviser to discuss your progress.

The Year Adviser is responsible for developing the self-esteem of students by encouraging and recognising the good work of individuals.

SENIOR LEARNING CENTRE

This resource is located in the Library. The Senior Learning Centre is designed to support senior students in their studies. This resource is managed by Ms Kenney who has had extensive experience in supporting students through the HSC.

GENERAL INFORMATION

EXAMINATIONS AND REPORTS

The school has formal examination periods annually. Final examinations are held in Year 11 at end of Term 3. Trial HSC examinations are held in Year 12, at beginning of Term 3.

Reports are prepared for parents after each semester and give the following information:

- student achievement in areas of learning of the course
- student progress and attitude in various subjects
- teacher comments for areas of improvement.
- assessment rank

You are reminded of the importance of school reports and the need to keep filed copies of **all** school reports, as these may be required for job interviews.

FINANCIAL CONTRIBUTIONS

Fairvale High School relies heavily on the contributions to the school by you as follows.

- There is an Administration and Technology Fee set for Years 11 & 12. It is used to supplement government funding and helps fund computing resources, library resources, photocopied worksheets and improvements to the school environment.
- There is a donation from each student to the P&C. This allows the P&C to help the school as they have no fundraising.
- School Diaries are available.
- There are course charges set at various levels to cover the costs of materials or other expenses. If you receive a Youth Allowance, it must be used to pay these course fees.

If these charges are not paid in advance, then the student will be expected to supply the necessary materials themselves in order to meet course requirements. If necessary, students may need to re-select courses to find a more appropriate alternative.

WHAT ARE UNITS?

All courses offered for the HSC 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 two hours per week (60 hours per year). In the HSC, each unit has a value of 50 marks. Hence, a 2 unit course has a value of 100 marks. The following is a guideline to help you understand the pattern of courses.

2 UNIT COURSE - This is the basic structure for most courses of study.

1 UNIT COURSE - There are a number of 1 unit board developed courses, content endorsed courses and board endorsed courses.

EXTENSION COURSE

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

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.

STRUCTURE OF THE HSC

What types of courses can I select?

Board Developed Courses

These courses are developed by NESA. For each course, the following information is available:

- course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- performance scale (except for VET courses)

All students entered for the HSC who are studying Board Developed Courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR.

Board Endorsed Courses

Board Endorsed Courses are school-designed courses. These courses are designed by the school and must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate. Some Board Endorsed Courses are one-year courses only.

A Board Endorsed course does not count in the calculation of the ATAR.

Content Endorsed Courses

Content Endorsed Courses (CECs) have syllabuses written by NESA to cater for areas of special interest not covered in other Board Developed Courses. There is no external examination for any Content Endorsed Courses or Board Endorsed Courses, but they all contribute towards the HSC and appear on your Record of Achievement.

A Content Endorsed course does not count in the calculation of the ATAR.

VET Courses (either Board Developed or Board Endorsed)

Vocational Education and Training (VET) courses are offered as part of the HSC. These courses allow students to gain both HSC qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Further information about VET courses appears in the section listing the HSC courses available.

2 Units of a board developed VET course can count towards an ATAR if the HSC examination is completed.

Note: Certificate II in Skills for Work & Vocational Pathways is an exception. It does not have a mandatory work placement requirement and it does not count towards an ATAR. There is no HSC exam for this course (see page 57).

Life Skills Courses

Stage 6 (Years 11 and 12) Life Skills courses will be available for students following a Special Program of Study for the HSC. A Life Skills course is part of a flexible approach to the HSC. It provides a program of study that challenges students according to their individual needs. Life Skills courses are delivered at Fairvale High School in two ways – through the support unit **or** in mainstream classes where the teacher is provided with numerous types of support. Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed Stage 5 (Years 9 and 10).

A Life Skills course can only be selected by a student through a planning process. As a result of this process, the student has a transition plan created by the student, other significant individuals in the student's life and teaching staff. Exit from a Life Skills program is also planned through consultation. There is no external examination for a Life Skills course. However, Life Skills courses count towards the HSC and appear on your Record of Achievement.

A Life Skills course does not count in the calculation of the ATAR.

The Life Skills Program can be made up of a combination of the subjects as listed in the box below.

ELIGIBILITY

A student may study a Life Skills course if the student:

- is enrolled in the support unit;
- has experienced significant difficulty in standard courses in Stage 5;
- has experienced difficulties with work due to disrupted schooling; or
- has a deteriorating condition.

The flexibility of a Life Skills HSC program allows students to complete either a full Life Skills program **OR** a partial Life Skills program with a mixture of Life Skills and standard courses.

The Life Skills courses are:

- English (compulsory)
- Mathematics
- Personal Development, Health and Physical Education
- Citizenship and Society
- Science
- Creative Arts
- Technological and Applied Studies
- Workplace and Community-Based Learning.

A Life Skills program includes:

- More opportunity for work experience
- A curriculum structure that encourages students to complete secondary education
- A flexible structure within which students can prepare for further education and training.

PATHWAYS OF SENIOR STUDY

Students in Year 11 and 12 will follow one of three possible pathways.

Academic pathway

This is a pattern of study designed for students who are intending to move from high school into a university course. The requirements of this pathway are:

- Successful completion of at least 10 units of Board Developed Course content
- A willingness to dedicate a minimum of 6-10 hours of independent study each week in Year 11, increasing to a minimum of 8-12 hours in Year 12
- To have successfully met the HSC Minimum Standards Assessment in Year 10 for Literacy and Numeracy
- To have successfully met at least a “C” Grade in Year 10 half yearly reporting
- To have demonstrated specific skills identified by individual faculties necessary for the successful completion of their courses

OR

Vocational pathway

This is a pattern of study designed for students who are intending to move from high school into work, a trade or TAFE. Students following this pathway will typically:

- Successful completion of at least 6 units of Board Developed Course content
- A willingness to dedicate a minimum of 4-6 hours of independent study each week in Year 11, increasing to a minimum of 6-8 hours in Year 12
- Be still working towards meeting the HSC Minimum Standards in Literacy and Numeracy
- Be achieving in the E-C range for most Year 10 courses

OR

Transitional pathway

This is a pattern of study designed for students who are intending to move from high school into work, a trade or TAFE. Students following this pathway will typically:

- Complete 6 units of Board Developed course content
- Complete 6 units of Content Endorsed course content
- Complete their courses in a supported environment
- Be eligible for a HSC

YOU NEED TO DECIDE!

Board Developed Courses

Ideal for Academic Pathway

Aboriginal Studies (Not offered in 2022)

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. A Major Project allows students to choose the style and substance that reflects their individuality.

The course centres on national and international Indigenous communities, and on the diversity of contemporary cultural, political, social and economic life. Students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

Main Topics Covered

Preliminary Course

- **Part I: Aboriginality and the Land (20%)**
Aboriginal peoples' relationship to Country, impact of British colonisation
- **Part II: Heritage and Identity (30%)**
Cultural ownership, racism and stereotyping
- **Part III: International Indigenous Community (25%)**
Location, environment and features, comparison of the key experiences
- **Part IV: Local Community Case Study (25%)**
Community consultation and research

HSC Course

- **Part I – Social Justice and Human Rights Issues**
A – Global Perspective – Global understanding of human rights and social justice (20%)
B – Comparative Study – Comparative study with an international Indigenous community (30%)
- **Part II – Case study (20%)**
Aboriginality and the Land OR Heritage and Identity
- **Part III – Research and Inquiry Methods (30%)**
Major Project

Ancient History

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Preliminary Course

1. Investigating Ancient History

- a) The Nature of Ancient History
- b) Case Studies

Students undertake:

- At least ONE option from 'The Nature of Ancient History', AND
- At least TWO case studies

2. Features of Ancient Societies

3. Historical Investigation

HSC Course comprises a study of:

- 1. Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- 2. ONE: 'Ancient Societies' topic
- 3. ONE: 'Personalities in their Times' topic
- 4. ONE: 'Historical Periods' topic

Particular Course Requirements

In the Preliminary course choices of studies 1 and 2 must be chosen from different civilisations. The Historical Investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.

Biology

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

Exclusions: Nil

Course Description

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats

Main Topics Covered

Year 11 Course

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

Year 12 Course

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

Particular Course Requirements:

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

120 indicative hours including 15 hours Depth Study in Year 11 and Year 12.

Students should have achieved a Science grade of A, B or C in Year 10 to study Biology.

Business Studies	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
Main Topics Covered Preliminary Course <ul style="list-style-type: none"> • Nature of Business – the role and nature of business • Business Management – the nature and responsibilities of management • Business Planning – establishing and planning a small to medium enterprise HSC Course <ul style="list-style-type: none"> • Operations – strategies for effective operations management • Marketing – development and implementation of successful marketing strategies • Finance – financial information in the planning and management of business • Human resources – human resource management and business performance 	

Chemistry

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

Exclusions: Nil

Course Description

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

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

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

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Main Topics Covered

Year 11 Course

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

Year 12 Course

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

Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

120 indicative hours including 15 hours Depth Study in Year 11 and Year 12.

Students should have achieved a Science grade of A or B in Year 10 to study Chemistry.

Community and Family Studies	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.	
Main Topics Covered Preliminary Course <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 One of the following options is selected (approximately 25% of course time): <ul style="list-style-type: none"> • Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. • Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. • Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments. 	
Particular Course Requirements As part of the HSC, students are required to complete an Independent Research Project. 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 or resource management.	

Dance	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Main Topics Covered 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. Components to be completed are: <ul style="list-style-type: none"> • Performance (40%) • Composition (20%) • Appreciation (20%) • Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class). HSC Course All Performing Arts courses, including Dance, are not scaled down as is commonly the thought in the community. Students performing well in Dance can still obtain a high ATAR as is the case in any other subject. 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, either Performance, Composition, Appreciation or Dance and Technology: <ul style="list-style-type: none"> • Core 60% (Performance 20%, Composition 20%, Appreciation 20%) • Major Study (40%) Performance or Composition or Appreciation or Dance and Technology. 	
Particular 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. The published 'Course Prescriptions', which may change in total or in part every two years, indicate works to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.	
FAQ: Dance is a physical subject and students build and develop cardio stamina, physical strength and flexibility through the course.	
Is DANCE HARD? <ul style="list-style-type: none"> • It is an HSC subject! • There is a lot of practical work involved — but it is NOT just a practical session. • There is some writing and research involved • It can be just the break you need from all the written subjects. • If you are interested in a subject you will do well at it. 	SHOULD I CHOOSE DANCE? <ul style="list-style-type: none"> • Employers want staff with a “well-rounded” education in many areas. • Communication, Self Confidence, Self Expression, Leadership, Organization, Teamwork & Professionalism are all important skills needed in the workforce

Drama	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</p> <p>All Performing Arts courses, including Drama, are not scaled down as is commonly the thought in the community. Students performing well in Drama can still obtain a high ATAR as is the case in any other subject.</p> <p>Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p>	
HSC Course content <p>Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</p> <p>The Group Performance of between three and six students involves creating a piece of original theatre (8 to 12 minutes duration). HSC Drama is one of the only courses where students are marked in a group. Students should take this into consideration when choosing this subject. It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>	
<p>Drama is:</p> <p>40% Theory - Due to the high Theory component it complements the English Advance Course however the course is also suitable for English Standard students.</p> <p>60% Practical - (30% Group Performance and 30% Individual Choice project, see table below)</p>	
Individual Project Choices	Requirements
Critical Analysis – Director's Folio	This project comprises a folio of work based on one of the texts listed on the current Design/Critical Analysis text list.
Critical Analysis – Portfolio of Theatre Criticism	This project comprises four reviews of live theatre performances attended during the HSC course.
Critical Analysis – Applied Research Project	This project will take the form of a structured report on the results of an investigative research.
Design – Costume	This project includes costume renderings and supporting materials based on one of the texts listed on the current Design/Critical Analysis text list.
Design – Lighting	This project includes lighting plans and supporting materials based on one of the texts listed on the current Design/Critical Analysis text list.
Design – Promotion and Program	This project includes the development of a poster, program and promotional materials based on one of the texts listed on the current Design/Critical Analysis text list.
Design – Set	This project includes the development of a three-dimensional model, plans and supporting materials based on one of the texts listed on the current Design/Critical Analysis text list.
Performance	This project involves the development of a solo performance.
Scriptwriting	This project involves the development of a script for a complete play for live performance.
Video Drama	This project involves the development of a short video drama which is a narrative developed by the student.

Earth and Environmental Science					
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil				
<p>Course Description</p> <p>The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.</p> <p>The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.</p> <p>Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.</p> <p>The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.</p> <p>The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.</p>					
<p>Main Topics Covered</p> <table> <tr> <th>Year 11 Course</th><th>Year 12 Course</th></tr> <tr> <td> <ul style="list-style-type: none"> • Earth's Resources • Plate Tectonics • Energy Transformations • Human Impacts </td><td> <ul style="list-style-type: none"> • Earth's Processes • Hazards • Climate Science • Resource Management </td></tr> </table>		Year 11 Course	Year 12 Course	<ul style="list-style-type: none"> • Earth's Resources • Plate Tectonics • Energy Transformations • Human Impacts 	<ul style="list-style-type: none"> • Earth's Processes • Hazards • Climate Science • Resource Management
Year 11 Course	Year 12 Course				
<ul style="list-style-type: none"> • Earth's Resources • Plate Tectonics • Energy Transformations • Human Impacts 	<ul style="list-style-type: none"> • Earth's Processes • Hazards • Climate Science • Resource Management 				
<p>Particular Course Requirements</p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>120 indicative hours including 15 hours Depth Study in Year 11 and Year 12.</p> <p>Students should have achieved a Science grade of A, B or C in Year 10 to study Earth and Environmental Science.</p>					

Economics	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>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.</p>	
Main Topics Covered Preliminary Course <ul style="list-style-type: none"> • 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 the workforce and role of labour in the economy • Labour Markets – the financial market in Australia including the share market • 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 <ul style="list-style-type: none"> • The Global Economy – Features of the global economy and globalisation • Australia's Place in the Global Economy – Australia's trade and finance • Economics Issues – issues including growth, unemployment, inflation, wealth and management • Economic Policies and Management – the range of policies to manage the economy 	

Engineering Studies	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: 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.	
Main Topics Covered Preliminary Course Students undertake the study and develop an engineering report for each of 5 modules: <ul style="list-style-type: none"> • three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems • one focus module relating to the field of Bio-Engineering • one school-based elective module. HSC Course Students undertake the study and develop an engineering report for each of 5 modules: <ul style="list-style-type: none"> • three application modules (based on engineered products). At least one product is studied from each of the following categories: Civil structures; Personal and public transport; Lifting devices • two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering. 	
Particular Course Requirements Students develop an engineering report for each module studied. At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.	

English Advanced

2 units for each of Preliminary and HSC Developed Course

Exclusions:

English EAL/D (2 units – Year 11)
 English EAL/D (2 units – Year 12)
 English Standard (2 units – Year 11)
 English Standard (2 units – Year 12)
 English Studies (2 units – Year 11)
 English Studies (2 units – Year 12)
 English Studies (Exam) (2 units – Year 12)
 English Life Skills (2 units – Year 11)
 English Life Skills (2 units – Year 12)

Course Description

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Main Topics Covered

Preliminary Course

- Common Module: Reading to Write (40 hours)
- Module A: Narratives that Shape our World (40 hours)
- Module B: Critical Study of Literature (40 hours)

HSC Course

- Common Module: Texts and Human Experiences (30 hours)
- Module A: Textual Conversations (30 hours)
- Module B: Critical Study of Literature (30 hours)
- Module C: The Craft of Writing (30 hours)

Particular Course Requirements

Across Stage 6 the selection of texts will give students experience of:

- 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
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

English EAL/D (English as an Additional Language / Dialect)	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Restrictions apply. Please see the HT of English, HT EAL/D or class teacher if you have any questions.
Course Description <p>The English EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.</p>	
Main Topics Covered Preliminary Course <ul style="list-style-type: none"> • Module A: Language and Texts in Context (30-40 hours) • Module B: Close Study of Text (30-40 hours) • Module C: Texts and Society (30-40 hours) • Concurrent focus on Reading (30 hours) HSC Course <ul style="list-style-type: none"> • Module A: Texts and Human Experiences (30 hours) • Module B: Language, Identity and Culture (30 hours) • Module C: Close Study of Text (30 hours) • Module D: Focus on Writing (30 hours – studied concurrently with the A, B and C Modules) 	
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of the following: <ul style="list-style-type: none"> • A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • Texts with a wide range of cultural, social and gender perspectives • Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate • The opportunity to continue developing their languages skills. 	

English Extension 1	
1 units for each of Preliminary and HSC Board Developed Course	Prerequisites: English Advanced Exclusions: English Standard English Studies English EAL/D
Course Description The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.	
Main Topics Covered Preliminary Course <ul style="list-style-type: none"> Module: Texts, Culture and Value (40 hours). Related research project (20 hours). HSC Course <ul style="list-style-type: none"> Common module: Literary Worlds with ONE elective option (60 hours) in total. 20 hours Literacy Worlds and 40 Elective. 	
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of the following: <ul style="list-style-type: none"> texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia. a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples. a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. 	

HSC English Extension 2		HSC Course Only
1 unit for HSC Board Developed Course		Prerequisites: English Advanced and English Extension 1 Exclusions: Student to consult with Head Teacher English about taking this course. mo
Course Description <p>The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.</p>		
Main Topics Covered HSC Course <ul style="list-style-type: none"> • The Composition Process • Major Work • Reflection Statement • The Major Work Journal (60 hours) 		
Particular Course Requirements <p>Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.</p>		

English Standard	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English Advanced English EAL/D Extension 1 & 2 English Studies
Course Description <p>The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.</p>	
Main Topics Covered Preliminary Course <ul style="list-style-type: none"> • Common Module: Reading to Write (40 hours) • Module A: Contemporary Possibilities (40 hours) • Module B: Close Study of Literature (40 hours) HSC Course <ul style="list-style-type: none"> • Common Module: Texts and Human Experiences (30 hours) • Module A: Language, Identity and Culture (30 hours) • Module B: Close Study of Literature (30 hours) • Module C: The Craft of Writing (30 hours) 	
Particular Course Requirements <p>Across Stage 6 the selection of texts will give students experience of the following:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia. • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples. • texts with a wide range of cultural, social and gender perspectives. • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. 	

English Studies (ATAR / Non-ATAR)	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.</p> <p>The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.</p>	
Main Topics Covered Preliminary Course <ul style="list-style-type: none"> • Mandatory module – Achieving through English: English in education, work and community (30-40 hours) • An additional 2–4 modules (20-30 hours each) HSC Course <ul style="list-style-type: none"> • Mandatory Common Module: Texts and Human Experiences (30 hours) • An additional 2–4 modules (20-45 hours each) <p>Please note – English Studies external examination is OPTIONAL, and if completed, will contribute to the awarding of an ATAR.</p>	
Particular Course Requirements <p>Across Stage 6 the selection of texts will give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> • reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia. • Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples. • texts with a wide range of cultural, social and gender perspectives, popular and youth cultures. • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. 	

Food Technology	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
Main Topics Covered Preliminary Course <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) HSC Course <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%) 	
Particular Course Requirements <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	

Geography	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>The Preliminary course investigates biophysical and human geography and develops students; knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies, combined with an assessment of the geographer's contribution to understand our environment, are used to demonstrate the relevance of geographical study.</p>	
Main Topics Covered Preliminary Course <ul style="list-style-type: none"> • Biophysical Interactions – how biophysical processes contribute to sustainable management • Global Challenges – geographical study of issues at a global scale • Senior Geography Project – a geographical study of student's own choosing HSC Course <ul style="list-style-type: none"> • Ecosystems at Risk – the functioning of ecosystems, their management and protection • Urban Places – study of cities and urban dynamics • People and Economic Activity – geographic study of economic activity in a local and global context <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
Particular Course Requirements <p>Students complete a Senior Geography Project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	

Industrial Technology - *Electronics Technologies*
Industrial Technology - *Timber Products and Furniture Technologies*
(Students may choose only one of the above focus areas)

2 units for each of Preliminary and HSC
Board Developed Course

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

Course Description

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

The Focus Areas to be offered are:

- Electronics Technologies
- Timber Products and Furniture Technologies

Main Topics Covered

Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design, Management and communication – designing, drawing, computer applications, project management, literacy, calculations, graphics
- Production – display a range of skills through the construction of a major project
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies

HSC Course

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

- Industry Study
- Design and Management and communication
- Production
- Industry related manufacturing technology

Particular Course Requirements

In the Preliminary course, students must design, develop and construct a Minimum of 2 projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry. They must fund the majority of this project themselves.

Information Processes and Technology	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need and a multimedia system to meet an identified need.</p>	
Preliminary Course Introduction to Information skills and Systems (20%) <ul style="list-style-type: none"> • Information Systems in Context • Information Processes • Digital Representation of Data • Classification of Information Systems • Social and Ethical Issues Tools for Information processes (40%) <ul style="list-style-type: none"> • Collecting • Organising • Analysing • Storing and Retrieving • Processing • Transmitting and Receiving • Displaying Planning, Design and Implementation (20%) <ul style="list-style-type: none"> • Understanding the Problem to be Solved • Making Decisions • Designing Solutions • Implementing • Testing, Evaluating and Maintaining • Social and Ethical Issues Personal and Groups Systems and Projects (20%) <ul style="list-style-type: none"> • Personal Information Systems • Group Information Systems 	HSC Course Project(s) (20%) <ul style="list-style-type: none"> • Understanding the Problem • Making Decisions • Designing Solutions • Project Management • Social and Ethical Design • Implementing • Testing, Evaluating and Maintaining Information Systems and Databases (20%) <ul style="list-style-type: none"> • Information Systems • Examples of Database Information Systems • Organisation Methods • Storage and Retrieval • Other Information Processes • Issues related to Information Systems Communication Systems (20%) <ul style="list-style-type: none"> • Characteristics of Communication Systems • Examples of Communication Systems • Transmitting and Receiving in Communication Systems • Issues Related to Communication Systems Option Strands (40%) Students will select two of the following options: <ul style="list-style-type: none"> • Transaction Processing Systems • Decision Support Systems • Automated Manufacturing Systems • Multimedia Systems
Particular Course Requirements <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC Course.</p>	

Investigating Science			
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil		
<p>Course Description</p> <p>The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.</p> <p>The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.</p> <p>The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p> <p>The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p>			
<p>Main Topics Covered</p> <table border="0"> <tr> <td> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Cause and Effect – Observing • Cause and Effect – Inferences and Generalisation • Scientific Models • Theories and Laws </td><td> <p>Year 12 Course</p> <ul style="list-style-type: none"> • Scientific Investigations • Technologies • Fact or Fallacy? • Science and Society </td></tr> </table>		<p>Year 11 Course</p> <ul style="list-style-type: none"> • Cause and Effect – Observing • Cause and Effect – Inferences and Generalisation • Scientific Models • Theories and Laws 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Scientific Investigations • Technologies • Fact or Fallacy? • Science and Society
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<p>Particular Course Requirements</p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>120 indicative hours including 30 hours Depth Study in Year 11 and Year 12.</p>			

Languages: French Beginners

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites: Nil

Exclusions: Background speakers,
students doing French Continuers, students
who studied Year 9 & 10 French.

Course Description

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

Main Topics Covered

The Personal World & the French-speaking Communities

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

Particular Course Requirements – \$35 annual subscription to Language Perfect
– French Dictionary

Languages: French Continuers (Not offered in 2022)

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed Course

Prerequisites: Have successfully completed previous studies of French (Year 9 & Year 10), be a native speaker of the language, have lived in one French speaking country and other circumstances to be assessed on their merits. (See your teacher).

Exclusions: Students doing French Beginners

Course Description

The organisational focus of this Course is based on the study of themes and associated topics described in the corresponding Syllabus. Students' skills and knowledge of French will be developed through tasks associated with a range of texts types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of communicative situations.

Main Topics Covered

The individual

- Personal identity
- Education
- Leisure
- Opinions

The French speaking Communities

- Travel & Tourism
- Lifestyles
- Arts

The Changing World

- World of Work
- Current Issues
- Youth Issues

Particular Course Requirements – \$35 annual subscription to Language Perfect
– French Dictionary

Languages: Spanish Beginners	
2 units for each of Preliminary and HSC Board Developed Course	Prerequisites: Nil Exclusions: Background speakers, students doing Spanish Continuers, students who studied Year 9 & 10 Spanish.
Course Description <p>The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, Spanish will be developed through tasks associated with a range of texts and texts types, which reflect the themes and topics. Students will also gain as insight into the culture and language of Spanish-speaking communities through the study of a range of texts.</p>	
Main Topics Covered The Personal World & the Spanish-speaking Communities <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations. 	
Particular Course Requirements – \$35 annual subscription to Language Perfect – Spanish Dictionary	

Languages: Spanish Continuers (Not offered in 2022)

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed Course

Prerequisites: Have successfully completed previous studies of Spanish (Year 9 & Year 10), be a native speaker of the language, have lived in one Spanish speaking country and other circumstances to be assessed on their merits. (See your teacher)

Exclusions: Students doing Spanish Beginners.

Course Description

The organisational focus of this course is based on the study of themes and associated topics described in the corresponding Syllabus. Students' skills and knowledge of Spanish will be developed through tasks associated with range of texts types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Spanish-speaking communities through the study of a range of communicative situations.

Main Topics Covered

The individual

- Personal identity
- Education
- Leisure
- Opinions

The Spanish speaking Communities

- Travel & Tourism
- Lifestyles
- Arts

The Changing World

- World of World
- Current Issues
- Youth Issues

Particular Course Requirements – \$35 annual subscription to Language Perfect
– Spanish Dictionary

Legal Studies	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>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 issues from a variety of perspectives.</p> <p>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.</p>	
<p>Preliminary Course</p> <p>Part I: The Legal System</p> <p>Part II: The Individual and the Law</p> <p>Part III: The Law in Practice</p> <p>The Law in Practice unit is designed to provide opportunities for student to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p> <p>HSC Course</p> <p>Core Part I: Core Part I: Crime</p> <p>Core Part II: Core Part II: Human Rights</p> <p>Part III: Two options</p> <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global Environment and Protection • Family • Indigenous Peoples • Shelter • Workplace • World Order 	

Mathematics Advanced

Prerequisites: The Mathematics Advanced Year 11 and Year 12 courses have been developed on the assumption that students have studied the content and the outcomes of the NSW *Mathematics Years 7–10 Syllabus*. In particular, the content and outcomes from all of Stage 5.1 and all of Stage 5.2, and the following outcomes of Stage 5.3 **should have been achieved at a high standard**.

Algebraic techniques	Equations	Surds and indices
Single variable data analysis	Non-linear relationships	Linear relationships
Properties of Geometrical shapes.		Trigonometry

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 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 opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- 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.

Year 11 Course (120 hours)	Mathematics Advanced	
	Topics	Subtopics
	Functions	MA-F1 Working With Functions
	Trigonometry	MA-T1 Measure with Angles MA-T2 Identities
	Calculus	MA-C1 Introduction to Differentiation
	Exponential & Logarithmic Functions	MA-E1 Logarithms & Exponentials
	Statistical Analysis	MA-S1 Probability

Year 12 Course (120 hours)	Mathematics Advanced	
	Topics	Subtopics
	Functions	MA-F2 Graphing Techniques
	Trigonometry	MA-T3 Trigonometric Functions & Graphs
	Calculus	MA-C2 Differential Calculus MA-C3 Applications of Differentiation MA-C4 Integral Calculus
	Financial mathematics	MA-M1 Modelling Financial Situations
	Statistical Analysis	MA-S2 Descriptive Stats & Bivariate Data Analysis MA-S3 Random Variables

Mathematics Extension 1

1 unit additional to 2 unit Mathematics in each of Preliminary and HSC
Board Developed Course

Prerequisites: Before selecting this course, students need to have demonstrated a significant aptitude for Mathematics at Advanced level. Students must also obtain written approval from the Head Teacher Mathematics.

Course Description

The course is constructed on the assumption that students are highly proficient in all Stage 5 outcomes, **and**, have demonstrated a mastery of the skills in Stage 5.3 Mathematics. This course, which is run concurrently with the Stage 6 Mathematics Advanced course, further develops the understanding and competence in the aspects of Mathematics listed below.

Main Topics Covered - The entire Advanced Course, plus...

Year 11 Course (60 hours)	Mathematics Extension 1	
	Topics	Subtopics
	Functions	ME-F1 Further Work with Functions ME-F2 Polynomials
	Trigonometry	ME-T1 Inverse Trigonometric Functions ME-T2 Further trigonometric Identities
	Calculus	ME-C1 Rates of Change
	Combinations	ME-E1 Working with Combinations

Year 12 Course (60 hours)	Mathematics Extension 1	
	Topics	Subtopics
	Proof	ME-P1 Proof by Mathematical Induction
	Vectors	ME-V1 Introduction to Vectors
	Trigonometry	ME-T3 Trigonometric Equations
	Calculus	ME-C2 Further Calculus Skills ME-C3 Applications of Calculus
	Statistical Analysis	ME-S1 The Binomial Distribution

Mathematics Extension 2

Year 12 Only

1 unit additional to the Mathematics Extension 1 course, for the HSC Board Developed Course

Prerequisites: Before selecting this course, students need to have demonstrated a significant aptitude for Mathematics at Extension 1 level. Students must also obtain written approval from the Head Teacher Mathematics.

Course Description

The course is constructed on the assumption that students are highly proficient in all Preliminary outcomes, **and**, have demonstrated a mastery of the skills in Extension 1 Mathematics. This course, which is run concurrently with Stage 6 Mathematics Advanced and Extension 1, further develops the understanding and competence in the aspects of Mathematics listed below.

Main Topics Covered - The entire Advanced Course, Extension 1 Course plus...

Year 12 Course (60 hours)	Mathematics Extension 2	
	Topics	Subtopics
	Proof	MEX-P1 The Nature of Proof MEX-P2 Further Proof by Mathematical Induction
	Vectors	MEX-V1 Further Work with Vectors
	Complex Numbers	MEX-N1 Introduction to Complex Numbers MEX-N2 Using Complex Numbers
	Calculus	MEX-C1 Further Integration
	Mechanics	MEX-M1 Applications of Calculus to Mechanics

Mathematics Standard Course 1 (Not offered in 2022)

2 units for Preliminary – Board Developed Course
2 units Non-ATAR for HSC – Content Endorsed Course

Note: The two units of study for the HSC Mathematics Standard 1 course cannot be counted in the 10 units required for the calculation of an ATAR.

Prerequisites: The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus up to, and including, the content and outcomes of Stage 5.1.

Course Description

The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1 and with the following substrands of Stage 5.2 - Financial Mathematics, Linear Relationships, Non-linear Relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability. Consequently, content in the NSW *Mathematics K-10 Syllabus* up to and including this level is also implicit in this syllabus. In a number of cases where content from Stage 5 is included it is in the context of review for clarity and completeness.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making Mathematics meaningful. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Year 11 Course (120 hours)	Mathematics Standard	
	Topics	Subtopics
	Algebra	MS-A1 Formulae and Equations MS-A2 Linear Relationships
	Measurement	MS-M1 Applications of Measurement MS-M2 Working with Time
	Financial mathematics	MS-F1 Money Matters
	Statistical Analysis	MS-S1 Data Analysis MS-S2 Relative Frequency and Probability

Year 12 Course (120 hours)	Mathematics Standard Course 1	
	Topics	Subtopics
	Algebra	MS-A3 Types of Relationships
	Measurement	MS-M3 Right-angled Triangles MS-M4 Rates MS-M5 Scale Drawings
	Financial mathematics	MS-F2 Investment MS-F3 Depreciation and Loans
	Statistical Analysis	MS-S3 Further Statistical Analysis
	Networks	MS-N1 Networks and Paths

Mathematics Standard

2 units for Preliminary – Board Developed Course

2 units for HSC – Content Endorsed Course

Prerequisites: The Preliminary Mathematics course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus up to, and including, the content and outcomes of Stage 5.2.

Course Description

The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1 and with the following substrands of Stage 5.2 - Financial Mathematics, Linear Relationships, Non-linear Relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability. Consequently, content in the NSW *Mathematics K-10 Syllabus* up to and including this level is also implicit in this syllabus. In a number of cases where content from Stage 5 is included it is in the context of review for clarity and completeness.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher Mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Year 11 Course (120 hours)	Mathematics Standard	
	Topics	Subtopics
	Algebra	MS-A1 Formulae and Equations MS-A2 Linear Relationships
	Measurement	MS-M1 Applications of Measurement MS-M2 Working with Time
	Financial mathematics	MS-F1 Money Matters
	Statistical Analysis	MS-S1 Data Analysis MS-S2 Relative Frequency and Probability

Year 12 Course (120 hours)	Mathematics Standard Course 2	
	Topics	Subtopics
	Algebra	MS-A4 Types of Relationships
	Measurement	MS-M6 Non-right-angled Trigonometry MS-M7 Rates and Ratios
	Financial mathematics	MS-F4 Investment and Loans MS-F5 Annuities
	Statistical Analysis	MS-S4 Bivariate Data Analysis MS-S5 The Normal Distribution
	Networks	MS-N2 Networks Concepts MS-N3 Critical Path Analysis

Modern History	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description <p>The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.</p> <p>The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.</p>	
Main Topics Covered Preliminary Course <ol style="list-style-type: none"> Investigating Modern History <ol style="list-style-type: none"> The Nature of Modern History Case Studies <p>Students undertake:</p> <ul style="list-style-type: none"> At least ONE option from 'The Nature of Modern History', AND At least TWO case studies Historical Investigation The Shaping of the Modern World. HSC Course comprises a study of: <ol style="list-style-type: none"> Core Study: Power and Authority in the Modern World 1919-1948 ONE: 'National Studies' topic ONE: 'Peace and Conflict' topic ONE: 'Change in the Modern World' topic 	
Particular Course Requirements <p>In the Preliminary course choices of studies ONE case study must be from Europe, North America or Australia. One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.</p> <p>The Historical Investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.</p>	

Music	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description In Year 11 you will learn about music from 3 topic areas and in Year 12 you will have the chance to learn about another 3 styles of music.	
<p style="text-align: center;">THE LIST OF TOPICS FROM WHICH YOU WILL HAVE SOME CHOICE IS:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="flex: 50%;"> <ul style="list-style-type: none"> • Jazz - An Instrument and its Repertoire • Popular Music - Rap, R&B, etc. • Rock Music - All types • Technology and its Influence on Music - Dance music • Music for Radio, Film, TV & Multimedia e.g. Japanese Cartoon music • Australian Music (including Rock) • Music of a Culture - Polynesian, Assyrian, Vietnamese, K-Pop, J-Rock or any culture the student chooses • Baroque Music (1650- 1720) </div> <div style="flex: 50%;"> <ul style="list-style-type: none"> • Music of the 20th and 21st Century • Methods of Notating Music • Music for Large Ensembles - Symphony, concerto • Music for Small Ensembles • Jazz, trios, rock groups • Romantic Music (1800—1900) • Theatre Music - musicals • Music in Education • Music and the Related Arts • Classical Music (1720-1800) • Medieval Music (1000-1200) </div> </div>	
<ul style="list-style-type: none"> • Music is an ATAR Course which does go toward your ATAR. All Performing Arts courses, including music, are not scaled down as is commonly the thought in the community. Students performing well in Music can still obtain a high ATAR as is the case in any other subject. • Music is suitable for those who have not done music before, however it is better if students have studied the course in year 9 or year 10 (or have external music lessons up to any grade). • Music is a VERY PRACTICAL COURSE involving lots of Performance, however, it is helpful if you have an understanding of how to play, read and write music - but this is not essential. • You can learn any Instrument you like! You can sing in any Language you like! You can perform music from any Cultural or Musical Background you like! • The students have the choice to perform in a group or by themselves. • For your HSC exam, there is ONE COMPULSORY PERFORMANCE - so you have to be willing to perform on some instrument at least once— voice, guitar, drums, piano, wind, violin etc. • You can choose to do perform up to 4 pieces for your HSC, but if you are not a great performer then you can choose Musicology options where you listen and research a musical style or group [Your favourite band, singer or music of your culture] and discuss what you have learnt with an examiner - this option is great for students who enjoy listening to music but may not have the performance skills. Public speakers or students who are good at speeches quite often do well in this option. Musicology students can achieve the same results as performers and have the advantage of an "even playing field" as most students have never done a Viva Voce in any school before year 11. • You may also choose to compose a write a piece for your HSC using the schools computer music lab facilities. This option requires a process diary. 	
Is MUSIC HARD? <ul style="list-style-type: none"> • It is an HSC subject! • There is a lot of practical work involved — but it is NOT just a practical jam session. • There is some writing and research involved • It can be just the break you need from all the written subjects. • If you are interested in a subject you will do well at it. 	SHOULD I CHOOSE MUSIC? <ul style="list-style-type: none"> • Employers want staff with a “well-rounded” education in many areas. • Communication, Self Confidence, Self Expression, Leadership, Organization, Teamwork & Professionalism are all important skills needed in the workforce

Personal Development, Health and Physical Education	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description PDHPE is a theory based subject. In both the Preliminary and HSC PDHPE courses, students will study two compulsory core topics and two elective topics. The electives change from year to year and are based on collective interests.	
Main Topics Covered	
Preliminary HSC Course	HSC Course
Core 1: Better Health for Individuals (30% of course time) This module examines the meanings of health, the perceptions individuals have about health and the range of factors and behaviours that influence health. Students are introduced to health promotion and investigate approaches and strategies that can assist individuals to achieve better health.	Core 1: Health Priorities in Australia (30% of course time) This module examines the health status of Australians and investigates, in depth, the current health priority issues in Australia such as cancer and cardiovascular disease. Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians.
Core 2: The Body in Motion (30% of course time) This module examines the scientific foundations of human movement. In this module, students explore how the body moves and why it moves in particular ways. Students focus on the relationships between anatomy, physiology, fitness, biomechanics and efficient human movement.	Core 2: Factors Affecting Performance (30% of course time) This module examines the factors that affects sports performance. In this module, students explore the physical and psychological factors that affect performance. They critically analyse approaches to training and skill development and investigate the contributions of psychology, nutrition and recovery strategies to performance.
Optional Components (40% of course time) Students will select two options from; <ul style="list-style-type: none"> • First Aid • Fitness Choices • Composition and Performance • Outdoor Recreation 	Optional Components (40% of course time) Students will select two options from; <ul style="list-style-type: none"> • The Health of Young People • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance • Equity and Health
Particular Course Requirements In addition to the core topics, students select two Option Components in each of the Preliminary and HSC courses.	

Physics					
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil				
<p>Course Description</p> <p>The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.</p> <p>The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p> <p>Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.</p> <p>The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.</p> <p>The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.</p>					
<p>Main Topics Covered</p> <table> <tr> <th>Year 11 Course</th><th>Year 12 Course</th></tr> <tr> <td> <ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism </td><td> <ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • The Nature of Light • From the Universe to the Atom </td></tr> </table>		Year 11 Course	Year 12 Course	<ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism 	<ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • The Nature of Light • From the Universe to the Atom
Year 11 Course	Year 12 Course				
<ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism 	<ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • The Nature of Light • From the Universe to the Atom 				
<p>Particular Course Requirements</p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>120 indicative hours including 15 hours Depth Study in Year 11 and Year 12.</p> <p>Students should have achieved a Science grade of A or B in Year 10 to study Physics.</p>					

Science Extension (Not offered in 2022 / 2023)

Year 12 Only

1 unit – HSC Course only
Board Developed Course

Exclusions: Nil

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.

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.

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.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

Main Topics Covered

Year 12

The Year 12 course consists of four modules.

- **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

Society and Culture	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).	
Preliminary Course <ul style="list-style-type: none"> • The Social and Cultural World – the interaction between aspects of society and cultures • Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings. • Intercultural Communication – how people in different cultures interact and communicate. 	
HSC Course Core <ul style="list-style-type: none"> • Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country • The Personal Interest Project – an individual research project (4000 words, externally marked) 	
Depth Studies TWO to be chosen from the following: <ul style="list-style-type: none"> • Popular Culture - the interaction 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 and the implication for individuals and groups in societies and cultures. • Social Conformity and Nonconformity - the formation of, and influences on, attitudes and behaviours of groups and their members, including factors influencing conformity, and the role of, and responses to, nonconformity. 	
Particular Course Requirements Completion of Personal Interest Project.	

Software Design and Development	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Course Description Software Design and Development provides students with a systematic approach to problem-solving, and opportunity to be creative, excellent career prospects and interesting content. Software Development is a distinctive field within the Computing discipline. Students interested in the field of software development and computer science will find this subject of value. The subject is intended for both genders. The computing field, particularly in the area of software design and development, offers opportunities for creativity and problem-solving, and a collaborative work environment where working with people and exploring issues is an integral part of the job.	
Preliminary Course Core strands (100% total time) Concepts and Issues in the Design and Development of software 30 <ul style="list-style-type: none"> • Social and ethical issues • Hardware and software • Software development approaches Introduction to Software Development 50 <ul style="list-style-type: none"> • Defining the problem and planning software solutions • Building software solutions • Checking software solutions • Modifying software solutions Developing Software Solutions 20	HSC Course Core strands (80% total time) Development and Impact of Software Solutions 15 <ul style="list-style-type: none"> • Social and ethical issues • Application of software development approaches Software Development Cycle 40 <ul style="list-style-type: none"> • Defining and understanding the problem • Planning and design of software solutions • Implementation of software solutions • Testing and evaluation of software solutions • Maintenance of software solutions Developing a Solution Package Options 25 20 One of the following options: 1. Programming Paradigms OR 2. The Software Developer's view of the hardware
Particular Course Requirements There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.	

Studies of Religion II	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions : Nil
Course Description <p>The preliminary course is structured to provide students with opportunities to investigate the significance of the role of religion in society and, in particular, within Australian Society. Students also learn about three different religious studies.</p> <p>The HSC course examines religious expression in Australia's multicultural and multi-faith society from 1945 to the present. Students learn about three different religious studies.</p>	
Main topics covered <p>The Preliminary course in Studies of Religion is structured into three parts:</p> <ul style="list-style-type: none"> Part I: Nature of Religion and Beliefs Part II: Three Religious Tradition Depth Studies Part III: Religions of Ancient Origin and Religion in Australia pre-1945 <p>The HSC course in Studies of Religion is structured into four parts:</p> <ul style="list-style-type: none"> Part I: Religion and Belief Systems in Australia post-1945 Part II: Religious Tradition Depth Study Part III: Religious Tradition Depth Study Part IV: Religion and Peace 	
Particular Course Requirements <p>All students are required to study <i>Nature of Religion and Beliefs</i>. Studies of Religion students are required to study three Religious Traditions as well as Religions of Ancient Origin and Religion in Australia pre-1945 ensuring coherence and connection with the HSC course. There is a three hour HSC examination.</p>	

Textiles and Design					
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil				
Course Description <p>The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.</p> <p>The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.</p>					
Main Topics Covered <table> <tr> <th>Preliminary Course</th><th>HSC Course</th></tr> <tr> <td> <ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (ATCF AI) (10%) </td><td> <ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%) </td></tr> </table>		Preliminary Course	HSC Course	<ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (ATCF AI) (10%) 	<ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%)
Preliminary Course	HSC Course				
<ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (ATCF AI) (10%) 	<ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%) 				
Particular Course Requirements <p>In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, as either experimental work and/or project work. In the HSC course, the Major Textiles Project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the ATCF AI developed in the Preliminary course.</p>					

Visual Arts

2 units for each of Preliminary and HSC Board Developed Course.

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course (only in HSC year):

Works developed for assessment in any of the Board Endorsed Courses in Ceramics; Photography, Video and Digital Imaging; (Film and Video) and Visual Design are not to be used either in full or in part for assessment in Visual Arts.

In the HSC year students who study Visual Arts may continue to study any of these courses but should note this updated exclusion in their making of a body of work.

Projects (artworks) developed for assessments in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about the practice which demonstrates their ability to resolve a conceptually strong work. 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 broad, while the HSC course provides for deeper and increasingly more independent investigations.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts. Therefore students **DO NOT** need to have done Visual arts in Years 9 & 10.

Main Topics Covered

Preliminary Course learning opportunities focus on:

- Students being involved with learning how to learn about Visual Arts and how to apply the learning to be able to answer questions about art, both in a written way and in an artmaking artist's way.
- 'Hands on' experiences to develop and enhance skills for making art in a wide range of 'expressive forms' such as drawing, painting, sculpture, ceramics, photography, digital computer work, design etc.
- Encouraging students to develop individual ideas/concepts to show their processes in their Process Diary and to make artworks into critically evaluated artworks, and to learn the history regarding artworks from Australia and cultures from around the world.

HSC Course learning opportunities focus on:

- How students may develop their own practice of artmaking, art criticism, and art history, applied to selected areas of interest including their own area of interest.
- How students may develop their own informed points of view in increasingly independent ways and use different learned methods to investigate and understand the world of art.
- How students may learn about the relationships between artists, artworks, the world and audiences within the art world including themselves.
- How students may further develop meaning and focus in their work by taking an idea and creating artworks about it.

Particular Course Requirements

Preliminary Course

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

HSC Course

- Development of a body of work (artworks) and use of a process diary.
- A minimum of five Case Studies (4–10 hours each) research, learning about artists and their world, audience and artworks.
- Deeper and more thorough investigations of ideas in art criticism and art history.

Note: Students who select to study the Visual Arts course can not select to study the Visual Arts Focus on Photography course as they are the same course just creating artworks in different mediums.

Visual Arts – Focus on Photography

2 units for each of Preliminary and HSC (**previous experience of Photography required from Years 9 & 10**) Board Developed Course.

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course (only in HSC year):

Works developed for assessment in any of the Board Endorsed Courses in Ceramics; Photography, Video and Digital Imaging; (Film and Video) and Visual Design are not to be used either in full or in part for assessment in Visual Arts.

In the HSC year students who study Visual Arts may continue to study any of these courses but should note this updated exclusion in their making of a body of work.

Projects (artworks) developed for assessments in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

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

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

Main Topics Covered

Preliminary Course learning opportunities focus on:

- Students being involved with learning how to learn about Visual Arts and how to apply the learning to be able to answer questions about art, both in a written way and in an artmaking artist's way.
- 'Hands on' experiences to develop and enhance skills for making art with a focus on photography and touching on other expressive forms such as drawing, painting and sculpture.
- Encouraging students to develop individual ideas/concepts to show their processes in their Process Diary and to make artworks into critically evaluated artworks, and to learn the history regarding artworks from Australia and cultures from around the world.

HSC Course learning opportunities focus on:

- How students may develop their own practice of artmaking, art criticism, and art history, applied to selected areas of interest including their own area of interest.
- How students may develop their own informed points of view in increasingly independent ways and use different learned methods to investigate and understand the world of art.
- How students may learn about the relationships between artists, artworks, the world and audiences within the art world including themselves.
- How students may further develop meaning and focus in their work by taking an idea and creating artworks about it.

Particular Course Requirements

Preliminary Course

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

HSC Course

- Development of a body of work (artworks) and use of a process diary.
- A minimum of five Case Studies (4–10 hours each) research, learning about artists and their world, audience and artworks.
- Deeper and more thorough investigations of ideas in art criticism and art history.

Note: Students who select to study the Visual Arts course can not select to study the Visual Arts Focus on Photography course as they are the same course just creating artworks in different mediums.

Board Endorsed and Content Endorsed Courses

Ideal for Vocational Pathway

Board Endorsed Courses

These courses are designed by the school and must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year only courses.

Content Endorsed Courses

Content Endorsed Courses (CECs) have syllabuses written by NESA to cater for areas of special interest not covered in other Board Developed Courses.

There is no external examination for any Content Endorsed or Board Endorsed Courses, but they all count towards the Higher School Certificate and appear on your Record of Achievement.

Ceramics (2 unit)

Content Endorsed Course

Exclusions: Any Ceramic piece developed in Ceramics cannot be used either in full or in part for assessment in Visual Arts.

Course Description

Each module can be taught for 20-40 hours

A General Interest module is also available for 20-40 hours

A Mandatory module is Occupational Health & Safety 3-6 hours integrated.

NB 2 Unit / 120 hours can be easily covered in 3 terms.

2 Unit / 1 year = 120 hours with 3-6 modules

2 Unit / 2 years = 240 hours with 6-12 modules

Requirements:

- Modules can be selected from one or more of the fields (expressive forms).
- Modules can be across fields.
- Modules can be revisited - extension (area of interest).
- Diary and Portfolio of Works - a recording and working method to show students' development of processes to create, invent and select.

Assessment

- 2 Unit 3-4 tasks

***Must include as one (1) task a Formal Examination.
In this examination practical, theory and diary work is to be tested.***

The Ceramics Content Endorsed Course is structured in the following way:

Mandatory

Module Number	Hours	Title
1	40	Introduction to Ceramics (core)
2 (Integrated module)	4-6	Occupation Health & Safety

Optional Modules

Module Number	Hours	Title
3	20-40	Handbuilding
4	20-40	Throwing
5	20-40	Sculptural
6	20-40	Kilns
7	20-40	Glaze Technology
8	20-40	Casting
9	20-40	Surface Treatment
10	20-40	Mixed Media
11	20-40	Ceramics Project

Computing Applications

1 Unit or 2 units for Preliminary Course
2 Units for HSC Course
Content Endorsed Course

Exclusions:

Information Processes and Technology
Software Design and Development
Information and Digital Skills VET BEC

Course Description

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.

Computing Applications is a 'hands-on' skills-based course aimed at developing the student's abilities to use 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 that 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.

Computing Applications is for those students who have had little practical experience in using computers.

Main Topics Covered

Preliminary Course (60 or 120 hours) and HSC Course (120 hours)

Computing Applications consists of 12 modules which may be studied as either 15- hour or 30-hour modules. Modules will be selected to provide a course that will meet students' specific needs and interests.

A range of 15-hour and 30-hour combinations will be offered from the following modules:

1. Hardware and Software Skills
2. Graphics I
3. Graphics II
4. Spreadsheets I
5. Spreadsheets II
6. Desktop Publishing I
7. Desktop Publishing II
8. Databases
9. Communications I
10. Communications II
11. Multimedia I
12. Multimedia II

Particular Course Requirements

Group and/or individual project work will be integrated throughout the modules.

Component	Weighting
<ul style="list-style-type: none"> knowledge and understanding outcomes and course content skills outcomes and course content 	100%
Marks	100

Exploring Early Childhood (2 unit)	
Content Endorsed Course	Exclusions: Nil
Course Description Exploring Early Childhood aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.	
Main topics covered may include... Core <ul style="list-style-type: none"> • Pregnancy and Childbirth • Child Growth and Development • Promoting Positive Behaviour Modules <ul style="list-style-type: none"> • Learning experiences for Young Children • Play and the Developing Child • Starting School • Gender and Young Children • Children and Change • Children of Aboriginal and Torres Strait Islander communities • Historical and Cultural Contexts of Childhood • The Children's Services Industry • Young Children and the Media • Young Children and the Law • Children's Literature • Food and Nutrition • Child Health and Safety • Young Children with Special Needs 	
Assessment Assessment will be ongoing and will provide a variety of opportunities for students to display their knowledge, understanding and skills in this course. Assessment may include examinations, practical activities, research and observation. This course gives students a good basis for further study in the area of Childcare. There is also the opportunity of recognition of prior learning by TAFE and Vocational Education and Training; students may be exempt from repeating modules at TAFE.	

Marine Studies			
2 units for each of Year 11 and Year 12 Content Endorsed Course – Non ATAR		Exclusions: Nil	
Course Description <p>The oceans cover more than 70% of the earth’s surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life, which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.</p> <p>The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty-first century.</p> <p>Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.</p> <p>Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning where students acquire skills to solve real life problems.</p>			
Main Topics Covered			
Year 11 Course Core Modules: (30 hours) <ul style="list-style-type: none">• Marine safety and First Aid (6 hours)• The Marine Environment (6 hours)• Life in the Sea (6 hours)• Humans in Water (6 hours)• Marine and Maritime Employment (6 hours) <p>Year 11 Optional modules: (90 hours) from the Year 12 Course modules.</p>		Year 12 Course (120 hours of optional modules) <ul style="list-style-type: none">• First Aid Certificate (15 hours)• Dangerous marine creatures (30 hours)• Estuarine studies (30 hours)• Coastal studies (30 hours)• Coral reef ecology (30 hours)• Oceanography (15 or 30 hours)• Local area study (15 hours)• Sea Birds of Our Coast (15 hours)• Commercial and Recreational Fishing (30 hours)• Aquaculture (15 or 30 hours)• Marine Resource Management (15 hours)• The Marine Aquarium (15 or 30 hours)• Anatomy and Physiology of Marine Organisms (15 hours)• Personal Interest Project (30 hours)	
Particular Course Requirements			
2 Units / 2 Years	240 hours	120 hours Preliminary Plus 120 hours HSC	Preliminary 30 hours Core + 90 hours of optional modules; and HSC 120 hours of optional modules

Numeracy

Content Endorsed Course

Exclusions: Nil

Course Description

To be numerate is to use mathematics effectively to meet the general demands of life at home, in work and for participation in community and civic life. The Numeracy Stage 6 CEC course offers opportunities for students to reason numerically and think mathematically.

The course builds upon the knowledge, skills and understandings presented in the K–10 Mathematics curriculum, and supports students to develop, consolidate and apply the functional numeracy skills to become active and successful participants in society.

The study of Numeracy in Stage 6 enables students to develop and improve their capability to:

- Interpret and use numerical information
- Solve problems using visual, spatial, financial and statistical literacy skills
- Think mathematically in practical situations
- Represent and communicate information
- Use the context to determine the reasonableness of solutions

The content of the Numeracy Stage 6 CEC is cumulative across the two years of the course, and the complexity increases from Year 11 to Year 12.

Main topics covered may include...

	Module	Sub-modules
Numeracy CEC Year 11 content (120 hours)	1	1.1 Whole numbers 1.2 Operations with whole numbers 1.3 Distance, area and volume 1.4 Time 1.5 Data, graphs and tables
	2	2.1 Fractions and decimals 2.2 Operations with fractions and decimals 2.3 Metric relationships 2.4 Length, mass and capacity 2.5 Chance

	Module	Sub-modules
Numeracy CEC Year 12 content (120 hours)	3	3.1 Percentages 3.2 Operations with numbers 3.3 Finance 3.4 Location, time and temperature 3.5 Space and design
	4	4.1 Rates and ratios 4.2 Statistics and probability 4.3 Exploring with Numerical Reasoning and Mathematical Thinking (NRMT) process

Photography (1 Unit or 2 Unit)

Content Endorsed Course	Exclusions: Any photographs developed in the photography course cannot be used either in full or in part for assessment in Visual Arts.	
Subject Description Each module can be taught for 20-40 hours. A General Interest module is also available for 20-40 hours. A Mandatory module is Occupational Health & Safety 3-6 hours integrated. NB 2 Unit / 120 hours can be easily covered in 3 terms.		
<ul style="list-style-type: none">• 2 Unit / 1 year 120 hours with 3-6 modules• 2 Unit / 2 years 240 hours with 6-12 modules	<ul style="list-style-type: none">• 1 Unit / 1 year 60 hours with 2-3 modules• 1 Unit / 2 years 120 hours with 6-12 modules	
Requirements: <ul style="list-style-type: none">• Modules can be selected from one or more of the fields (expressive forms).• Modules can be across fields.• Modules can be revisited - extension (area of interest).• Diary and Portfolio of Works - a recording and working method to show students' development of processes to create, invent and select.		
Modules include:		
Wet Photography	WP1	Introduction to Practice in Wet Photography
	WP2	Developing a point of view
	WP3	Traditions, conventions, styles and genres
	WP4	Manipulated forms
	WP5	The arranged image
	WP6	Temporal accounts
Digital Imaging	D11	Introduction to Practice in Digital Imaging
	D12	Developing a Point of View
	D13	Traditions, Conventions, Styles and Genres
	D14	Manipulated Forms
	D15	The Arranged Image
	D16	Temporal Accounts
General	G1 20 - 40 Hours	Individual/collaborative project
Mandatory in any field(s)	3-6* hours	Occupational Health and Safety
*Depending on length of course selected Possible course options...		

Sport, Lifestyle and Recreation (1 Unit or 2 Unit)	
Content Endorsed Course	Exclusions: Sport, lifestyle and recreations students who study PDHPE cannot study First-Aid as an option in Year 11
<p>Subject Description</p> <p>Sport, Lifestyle and Recreation follows and builds on the learning of the 7 to 10 PD/H/PE program and focuses on the learning related to participation in sport and physical activity.</p> <p>Sport, Lifestyle and Recreation makes a positive contribution to the total well-being of students. Students develop knowledge and understanding of the value of activity, increased levels of movement skill, and competence in a wide variety of sport and recreation activities and skills in planning to be active.</p> <p>This course caters for a wide range of student needs. It can assist students in developing:</p> <ul style="list-style-type: none"> • The qualities of a discerning consumer and an intelligent critic of physical activity and sport • High levels of performance skill in particular sports • The capacity to adopt administrative roles in community sport and recreation • Skills as a coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas. <p>The Sport, Lifestyle and Recreation course comprises 15 optional modules, there is no prescribed core component. Schools are able to select from these modules.</p> <p>Sport, Lifestyle and Recreation course modules:</p> <ol style="list-style-type: none"> 1. Aquatics 2. Athletics 3. Dance 4. First Aid and Sports Injuries 5. Fitness 6. Games and Sports Application 1 7. Games and Sports Application 2 8. Gymnastics 9. Healthy Lifestyle 10. Individual Games and Sports Application 11. Outdoor Recreation 12. Resistance Training 13. Social Perspectives of Games and Sports 14. Sports Administration 15. Sports Coaching and Training <p>Assessment</p> <p>Students will be assessed on both theory and practical components.</p>	

Visual Design (2 unit)		
Content Endorsed Course		Exclusions: Products developed in visual design cannot be used as a major design project in Design and Technology or as a body of work in Visual Arts.
Subject Description Each module can be taught for 20-40 hours A General Interest Module is also available for 20-40 hours A Mandatory module is Occupational Health & Safety 3-6 hours integrated. NB 2 Unit / 120 hours can be easily covered in 3 terms. 2 Unit / 1 year = 120 hours with 3-6 modules 2 Unit / 2 years= 240 hours with 6-12 modules		
Requirements <ul style="list-style-type: none"> Modules can be selected from one or more of the fields (expressive forms). Modules can be across fields. Modules can be revisited - extension (area of interest). Diary and Portfolio of Works - a recording and working method to show students' development of processes to create, invent and select. 		
Assessment <ul style="list-style-type: none"> 2 Unit 3-4 tasks <p>Must include as one (1) task a Formal Examination. In this examination practical, theory and diary work is to be tested.</p> <p>Modules include:</p>		
Graphic Design	Modules: 20-40 hours	
	GD1	Publications and Information
	GD2	Illustration and Cartooning
	GD3	Interactive and Multimedia
Wearable Design	Modules: 20-40 hours	
	WD1	Clothing and Image
	WD2	Jewellery and Accessories
	WD3	Textiles
Product Design	Modules: 20-40 hours	
	PD1	Packaging
	PD2	Furniture
	PD3	Industrial
Interior/ Exterior Design	Modules: 20-40 hours	
	IED1	Structures and Environments
	IED2	Stage Sets and Props
	IED3	Interior
General Design	Modules: 20-40 hours	
	GM	Individual/Collaborative Design Project
Mandatory (any Field/s)	Modules: 3-6 hours	
	MM	Occupational Health & Safety

Work Studies (2 unit)	
Content Endorsed Course	Exclusions: Nil
<p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.</p> <p>This course in Work Studies will assist students:</p> <ul style="list-style-type: none"> • To recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities • To develop an understanding of the changing nature of work organisation and the implications for individuals and society • To acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas • To develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace. 	
<p>The course has the following structure:</p> <p style="text-align: center;">CORE (30 indicative hours)</p> <p style="text-align: center;">My Working Life</p> <p style="text-align: center;">This core topic is mandatory for all students.</p>	
<p style="text-align: center;">Modules (15 – 30 indicative hours each)</p> <ol style="list-style-type: none"> 1. In the Workplace 2. Preparing Job Applications 3. Workplace Communications 4. Teamwork and Enterprise Skills 5. Managing Work and Life Commitments 6. Personal Finance 7. *Workplace Issues (the prerequisite module is <i>In the Workplace</i>) 8. *Self-Employment (the prerequisite module is <i>Managing Work and Life Commitments</i>) 9. *Team Enterprise Project (the prerequisite module is <i>Teamwork and Enterprise Skills</i>) 10. Experiencing Work (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time) 11. School-Developed Module (one or two of these modules may be undertaken, provided that they do not exceed 25 percent of course time). 	

**Vocational
Education
and Training
(VET)
School
Delivered
Courses**

Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

The following VET courses are offered at Fairvale High School:

(Please note that students will only be permitted to study a maximum of two VET courses for their HSC)

Course	Course Code	Qualification
Business Services	BSB20115	Certificate II in Business
Construction	CPC20211	Certificate II in in Construction Pathways
Hospitality – Kitchen Operations	SIT20416	Certificate II in Kitchen Operations
Information and Digital Technology	ICT30120	Statement of Attainment towards a Certificate III in Information Technology
Retail Services	SIR30216	Certificate III in Retail
Skills for Work and Vocational Pathways	FSK20119	Certificate II in Skills for Work and Vocational Pathways



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2022 BUSINESS SERVICES COURSE DESCRIPTION

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

Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Business Services**

Board Developed Course

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

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

BSB20115 Certificate II in Business *

Based on Business Services Training Package Version 5 (BSB v6.1)

Units of Competency

Core

BSBWHS201 Contribute to health and safety of self and others

Electives

BSBCUS201 Deliver a service to customers

BSBSUS201 Participate in environmentally sustainable work practices

BSBIND201 Work effectively in a business environment

BSBINM201 Process and maintain workplace information

BSBINN201 Contribute to workplace innovation

BSBCMM201 Communicate in the workplace

BSBITU211 Produce digital text documents

BSBITU212 Create and use spread sheets

BSBWOR204 Use business technology

BSBITU213 Use digital technologies to communicate remotely AND

BSBITU312 Create electronic presentations

Additional units required to attain a HSC credential in this course

TLIP2029 Prepare and process financial documents

BSBITU307 Develop keyboarding speed and accuracy

** NB advice provided is based on existing NESA course information, however qualification BSB30120 Certificate III in Business will be delivered, subject to NESA approval*

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 assistant
- clerical worker
- receptionist
- data entry operator

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$Nil

Consumables \$20

Other \$Nil

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance.

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

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

Course: **Construction**
Board Developed Course2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

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

CPC20211 Certificate II in Construction Pathways ***Based on Construction, Plumbing and Services Training Package
Version Release 5 (CPC08 v9.8)****Mandatory Units of Competency**CPCCCM1012A Work effectively and sustainably in the construction
Industry

CPCCCM1013A Plan and organise work

CPCCCM1014A Conduct workplace communication

CPCCCM1015A Carry out measurements and calculations

CPCCCM2001A Read and interpret plans and specifications

CPCCCM2005B Use construction tools and equipment

CPCCWHS1001 Prepare to work safely in the construction industry

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

CPCCWF2001A Handle wall and floor tiling materials AND

CPCCWF2002A Use wall and floor tiling tools and equipment OR

CPCCCA2011A Handle carpentry materials

CPCCCA2003A Erect and dismantle formwork for footings and slabs on
the ground

CPCCCO2013A Carry out concreting to simple form

**Additional units required to attain a HSC credential in this
course**

CPCCCM2006B Apply basic levelling procedures

CPCCWHS1001 Prepare to work safely in the construction
industry.The construction induction certificate (CIC or white card) will be
issued by SafeWork NSW upon provision of evidence from an
RTO that this competence has been achieved. This will allow
student access to construction sites across Australia for work
purposes.**Students may apply for Recognition of Prior Learning
and/or Credit Transfer provided suitable evidence is
submitted.**** NB advice provided is based on existing NESA course
information, however qualification CPC20220 Certificate II in
Construction Pathways will be delivered, subject to NESA
approval***Recommended Entry Requirements**Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities
e.g. lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. There will be out of class homework,
research activities and assignments.**Examples of occupations in the construction industry:**

▪ building ▪ bricklaying ▪ concreting ▪ carpentry ▪ shop fitting ▪ joinery

Mandatory HSC Course RequirementsStudents must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these
requirements will be 'N' determined as required by the NESA. The SafeWork NSW General Induction Training - (White Card) is a mandatory
requirement before commencing work placement.**External Assessment (optional HSC examination for ATAR purposes)**The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written
examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-
based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.**Competency-Based Assessment**Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be
assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of
the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the
assessor.**Appeals and Complaints**Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment
decision or other decisions through the VET teacher.**Course Costs: Resources \$100****Consumables \$20****Other (eg: White Card) \$30**

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance.A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Education

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

2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

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

Course: **Hospitality - Kitchen Operations**

Board Developed Course

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

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

SIT20416 Certificate II in Kitchen Operations

Based on SIT Tourism, Travel and Hospitality training package (Release 1.2)

Units of Competency

Core

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

Electives

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

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

Recommended Entry Requirements

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

Examples of occupations in the hospitality industry

- trainee chef short order
- fast food cook breakfast cook

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$260

Consumables \$20

Other \$65 (Uniform Purchase)

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

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

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



Education

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

2022 INFORMATION and DIGITAL TECHNOLOGY COURSE DESCRIPTION

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

Course: **Information and Digital Technology**
Board Developed Course

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

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

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

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

Units of Competency

Core

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

Elective

Elective units will be selected to create a course with 240 HSC indicative hours subject to NESA approval

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

Information & Digital Technology Specialisation Course 120 hours over 1 year - 2 HSC units (TBC)

To receive the full qualification ICT30120 Certificate III in Information, Digital Media and Technology, students must be deemed competent in all units from the Preliminary and HSC course listed above to satisfy qualification packaging rules and the units in the specialisation course chosen subject to NESA approval.

Recommended Entry Requirements

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

Pathways to Industry

Working in the information technology industry involves:

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

Examples of occupations in the Information Technology industry

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

Mandatory Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$Nil

Consumables \$20

Other \$Nil

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

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

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



Course: **Retail Services**
Board Developed Course

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

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

SIR30216 Certificate III in Retail

Based on SIR Retail Services Training Package (Release 6.0)

Units of Competency

Core

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

Electives

SIRXIND002	Organise and maintain the store environment
SIRRINV002	Control stock
SIRRMER001	Produce visual merchandise displays
SIRXPKD001	Advise on products and services
SIRRINV001	Receive and handle retail stock

Additional for HSC requirements

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

Recommended Entry Requirements

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

Example of occupations in the Retail Industry

- | | |
|------------------------------|----------------------|
| ▪ buyer | ▪ sales person |
| ▪ customer service assistant | ▪ visual merchandise |
| ▪ stock controller | ▪ merchandise |

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$Nil

Consumables \$20

Other \$Nil

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

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

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



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2022 SKILLS FOR WORK AND VOCATIONAL PATHWAYS COURSE DESCRIPTION

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

Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Skills for Work and Vocational Pathways**

2 units x 1 year (120 hours) or 3 units x 1 year (180 hours)

Year 11 Preliminary or Year 12 HSC

Board Endorsed Course

Does not contribute to the Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

FSK20119 Certificate II in Skills for Work and Vocational Pathways

Based on FSK – Foundation Skills Training Package (Release 2)

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.

Course Units of Competency

Core

FSKLRG011 Use routine strategies for work-related learning

This is a new course and electives have not been determined, however they may include:

FSKNUM016 Interpret, draw and construct routine 2D and 3D shapes for work

FSKNUM017 Use familiar and routine maps and plans for work
FSKNUM018 Collect data and construct routine tables and graphs for work
FSKNUM019 Interpret routine tables, graphs and charts and use information and data for work

FSKNUM023 Estimate, measure and calculate measurements for work

FSKDIG003 Use digital technology for non-routine workplace tasks

FSKLRG018 Develop a plan to organise routine workplace tasks

FSKOCM007 Interact effectively with others at work

FSKRDG010 Read and respond to routine workplace information

FSKWTG009 Write routine workplace texts

BSBWHS201 Contribute to health and safety of self and others

BSBITU211 Produce digital text documents

FNSFLT202 Develop and use a savings plan

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

Recommended Entry Requirements

FSK20119 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. There will be research activities and cluster based assessments for students to complete.

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

Mandatory HSC Course Requirements

There is no mandatory workplace learning component in this course. Where a student has not met NESA course completion criteria they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still 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. There are foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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.

There is no School Based Traineeship or Apprenticeship pathway associated with this course.

Course Costs: Resources \$Nil

Consumables \$10

Other \$Nil

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

Exclusions: Community Services - Introduction

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

2022 - 2023

Fees

Schedule

SUBJECT FEES - Year 11, 2022

Subjects	KLA	Fees	Subjects	KLA	Fees
Aboriginal Studies	HISTORY	\$0	Languages: Spanish Beginners	LANGUAGES	\$35
Ancient History	HISTORY	\$0	Languages: Spanish Continuers	LANGUAGES	\$35
Biology	SCIENCE	\$20	Legal Studies	SOCIAL SCIENCES	\$0
Business Studies	SOCIAL SCIENCES	\$0	Maths	MATHS	\$0
Chemistry	SCIENCE	\$20			
Community and Family Studies	TAS	\$0	Modern History	HISTORY	\$0
Computing Applications	ICT	\$10	Music	PERFORMING ARTS	\$30
Dance	PERFORMING ARTS	\$30	PDHPE	PDHPE	\$0
Drama	PERFORMING ARTS	\$30	Physics	SCIENCE	\$20
Earth and Environmental Science	SCIENCE	\$20	Science Extension	SCIENCE	\$0
Economics	SOCIAL SCIENCES	\$0	Society and Culture	SOCIAL SCIENCES	\$0
Engineering Studies	TAS	\$0	Software Design and Development	ICT	\$35
English	ENGLISH	\$0	Sport, Lifestyle and Recreation	PDHPE	\$10
Exploring Early Childhood	TAS	\$25	Studies of Religion	HISTORY	\$0
Food Technology	TAS	\$80	Textiles & Design	TAS	\$25
Geography	SOCIAL SCIENCES	\$0	Work Studies	SOCIAL SCIENCES	\$0
Ind. Arts - IT Electronics	TAS	\$45	Visual Arts Yr.11	VISUAL ARTS	\$50
Ind. Arts - IT Timber	TAS	\$45	Visual Arts – Focus on Photography Year 11	VISUAL ARTS	\$50
Information Processes and Technology	ICT	\$10	Yr.11 - 2 Unit <i>(Ceramics, Visual Design and Digital Imaging)</i>	VISUAL ARTS	\$50
Investigating Science	SCIENCE	\$20	Yr.11 - 2 Unit Photography	VISUAL ARTS	\$70
Languages: French Beginners	LANGUAGES	\$35	Yr. 11 – 1 Unit Photography	VISUAL ARTS	\$35
Languages: French Continuers	LANGUAGES	\$35			
Business Services	VET	\$10	Information and Digital Technology	VET	\$10
Construction White Card	VET	\$60 \$30	Retail	VET	\$10
Hospitality – Course Fee	VET	\$140	Skills for Work and Vocational Pathways	VET	\$10
Hospitality – Uniform Hire	VET	\$65			

SUBJECT FEES - Year 12, 2023

Subjects	KLA	Fees	Subjects	KLA	Fees
Aboriginal Studies	HISTORY	\$0	Languages: Spanish Beginners	LANGUAGES	\$35
Ancient History	HISTORY	\$0	Languages: Spanish Continuers	LANGUAGES	\$35
Biology	SCIENCE	\$20	Legal Studies	SOCIAL SCIENCES	\$0
Business Studies	SOCIAL SCIENCES	\$0	Maths	MATHS	\$0
Chemistry	SCIENCE	\$20	Marine Studies	SCIENCE	\$30
Community and Family Studies	TAS	\$0	Modern History	HISTORY	\$0
Computing Applications	ICT	\$10	Music	PERFORMING ARTS	\$30
Dance	PERFORMING ARTS	\$30	PDHPE	PDHPE	\$0
Drama	PERFORMING ARTS	\$30	Physics	SCIENCE	\$20
Earth and Environmental Science	SCIENCE	\$20	Science Extension	SCIENCE	\$0
Economics	SOCIAL SCIENCES	\$0	Society and Culture	SOCIAL SCIENCES	\$0
Engineering Studies	TAS	\$0	Software Design and Development	ICT	\$25
English	ENGLISH	\$0	Sport, Lifestyle and Recreation	PDHPE	\$10
Exploring Early Childhood	TAS	\$25	Studies of Religion	HISTORY	\$0
Food Technology	TAS	\$80	Textiles & Design	TAS	\$25
Geography	SOCIAL SCIENCES	\$0	Work Studies	SOCIAL SCIENCES	\$0
Ind. Arts - IT Electronics	TAS	\$45	Visual Arts Yr.12	VISUAL ARTS	\$35
Ind. Arts - IT Timber	TAS	\$45	Visual Arts – Focus on Photography Year 12	VISUAL ARTS	\$35
Information Processes and Technology	ICT	\$10	Yr.12 - 2 Unit <i>(Ceramics, Visual Design and Digital Imaging)</i>	VISUAL ARTS	\$50
Investigating Science	SCIENCE	\$20	Yr.12 - 2 Unit Photography	VISUAL ARTS	\$50
Languages: French Beginners	LANGUAGES	\$35	Yr.12 - 1 Unit Photography	VISUAL ARTS	\$35
Languages: French Continuers	LANGUAGES	\$35			
Business Services	VET	\$10	Information and Digital Technology	VET	\$10
Construction	VET	\$60	Retail	VET	\$10
Hospitality – Course Fee	VET VET	\$140			

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