



# STAGE 6 SENIOR SUBJECT INFORMATION BOOKLET

## Preliminary Course 2023 HSC Course 2024

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

Tradition



Care



Innovation



# Contents

INTRODUCTION	ii	Board Developed Courses... continued	28-32
SENIOR COURSE REQUIREMENTS	iii	Physics	28
SENIOR COURSE REQUIREMENTS... continued	iv	Society and Culture	29
STRUCTURE OF THE HSC, What types of courses can I select?	v	Software Design and Development	30
PATHWAY OF SENIOR STUDY	vi	Textiles and Design	31
HSC & ATAR Eligibility	vii	Visual Arts	32
		Board Endorsed and Content Endorsed	33-41
Board Developed Courses	1-27	Ceramics (2 unit)	34
Ancient History	1	Computing Applications	35
Biology	2	Exploring Early Childhood (2 unit)	36
Business Studies	3	Numeracy	37
Chemistry	4	Photography (1 Unit & 2 Unit)	38
Community and Family Studies	5	Sport, Lifestyle and Recreation (1 Unit and 2 Unit)	39
Dance	6	Visual Design (2 unit)	40
Drama	7	Work Studies (2 unit)	41
Drama... continued	7	Vocational Education and Training (VET) School Delivered Courses	42-49
Earth and Environmental Science	8	BSB30120 Certificate III in Business	44
Economics	9	CPC20220 & CPC20120 Certificate II in Construction Pathways	45
Engineering Studies	10	CUA30420 Statement of Attainment towards a Certificate III in Live Production and Services	46
English Advanced	11	SIT20416 Certificate II in Kitchen Operations	47
English EAL/D (English as an Additional Language / Dialect)	12	ICT30120 Statement of Attainment towards a Certificate III in Information Technology	48
English Standard	13	SIR30216 Certificate III in Retail	49
English Studies (ARAR/Non-ATAR)	14	2023 - 2024 Fees Schedules	50-51
Food Technology	15	Subject Fees: Year 11,2023 / Year 12	
Geography	16	Notes	52-53
Industrial Technology - <i>Electronic Technologies</i>	17		
Information Processes and Technology	18		
Investigating Science	19		
Languages: Spanish Beginners	20		
Legal Studies	21		
Mathematics Advanced	22		
Mathematics Extension 1	23		
Mathematics Standard	24		
Modern History	25		
Music	26		
Personal Development, Health and Physical Education	27		



# 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/>**

Ms Fountis & Mr Karam  
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.

<b>HSC with an ATAR</b>	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.
<b>Board Developed Course</b>	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.
<b>Board Endorsed Course (BEC)</b>	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.
<b>Vocational Education and Training (VET)</b>	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.
<b>Australian Tertiary Admission Rank (ATAR)</b>	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.
<b>1 Unit</b>	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.
<b>2 Unit</b>	2 unit courses consists of 120 hours in the Preliminary course and 120 hours in the HSC course. The maximum mark is 100.
<b>Extension 1</b>	A course that involves an additional 60 hours in the Preliminary course and 60 hours in the HSC course.
<b>Extension 2</b>	A course that involves an additional 120 hours in the Preliminary course and 120 hours in the HSC course.
<b>Preliminary course</b>	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).
<b>HSC course</b>	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.

# 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.



# 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!**

HSC & ATAR Eligibility						
ENGLISH	BEC	VET	CEC	Extension	HSC ?	ATAR ?
(2 units)				(1 unit)		
Adv/Std/EALD	10	0	0	0	Yes	Yes
E/Studies	10	0	0	0	Yes	Yes
Adv/Std/EALD	8	0	1	1	Yes	Yes
Adv/Std/EALD	8	2	0	0	Yes	Yes
Adv/Std/EALD	8	0	2	0	Yes	Yes
E/Studies	8	0	1	1	Yes	Yes
E/Studies	8	2	0	0	Yes	Yes
E/Studies	8	0	2	0	Yes	Yes
Adv/Std/EALD	6	4	0	0	Yes	Yes
Adv/Std/EALD	6	2	2	0	Yes	Yes
Adv/Std/EALD	6	0	4	0	Yes	No
Adv/Std/EALD	6	2	1	1	Yes	Yes
Adv/Std/EALD	6	0	3	1	Yes	No
E/Studies	6	4	0	0	Yes	No
E/Studies	6	2	2	0	Yes	No
E/Studies	6	0	4	0	Yes	No
E/Studies	6	2	1	1	Yes	No
E/Studies	6	0	3	1	Yes	No
Adv/Std/EALD	4	6	0	0	Yes	No
Adv/Std/EALD	4	4	2	0	Yes	No
Adv/Std/EALD	4	2	4	0	Yes	No
Adv/Std/EALD	4	0	6	0	Yes	No
Adv/Std/EALD	4	4	1	1	Yes	No
Adv/Std/EALD	4	0	5	1	Yes	No
Adv/Std/EALD	4	2	3	1	Yes	No
E/Studies	4	6	0	0	Yes	No
E/Studies	4	4	2	0	Yes	No
E/Studies	4	2	4	0	Yes	No
E/Studies	4	0	6	0	Yes	No
E/Studies	4	4	1	1	Yes	No
E/Studies	4	0	5	1	Yes	No
E/Studies	4	2	3	1	Yes	No
Adv/Std/EALD	2	8	0	0	Yes	No
Adv/Std/EALD	2	6	2	0	Yes	No
Adv/Std/EALD	2	4	4	0	Yes	No
Adv/Std/EALD	2	2	6	0	Yes	No
Adv/Std/EALD	2	0	8	0	No	No
Adv/Std/EALD	2	6	1	1	Yes	No
Adv/Std/EALD	2	4	3	1	Yes	No
Adv/Std/EALD	2	2	5	1	Yes	No
Adv/Std/EALD	2	0	7	1	No	No
E/Studies	2	8	0	0	Yes	No
E/Studies	2	6	2	0	Yes	No
E/Studies	2	4	4	0	Yes	No
E/Studies	2	2	6	0	Yes	No
E/Studies	2	0	8	0	No	No
E/Studies	2	6	1	1	Yes	No
E/Studies	2	4	3	1	Yes	No
E/Studies	2	2	5	1	Yes	No
E/Studies	2	0	7	1	No	No
Adv/Std/EALD	0	10	0	0	Yes	No
Adv/Std/EALD	0	8	2	0	Yes	No
Adv/Std/EALD	0	6	4	0	Yes	No
Adv/Std/EALD	0	4	6	0	Yes	No
Adv/Std/EALD	0	2	8	0	No	No
Adv/Std/EALD	0	0	10	0	No	No
E/Studies	0	10	0	0	Yes	No
E/Studies	0	8	2	0	Yes	No
E/Studies	0	6	4	0	Yes	No
E/Studies	0	4	6	0	Yes	No
E/Studies	0	2	8	0	No	No
E/Studies	0	0	10	0	No	No



# Board Developed Courses

**Ideal for Academic Pathway**

---

# 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.

## Topics Covered

### Year 11 Course

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

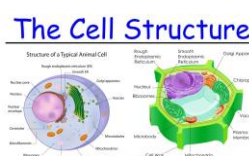
### Year 12 Course

- 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.



<b>Business Studies</b>	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human 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>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Nature of Business - the role and nature of business</li> <li>• Business Management - the nature and responsibilities of management</li> <li>• Business Planning - establishing and planning a small to medium enterprise</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Operations - strategies for effective operations management</li> <li>• Marketing - development and implementation of successful marketing strategies</li> <li>• Finance - financial information in the planning and management of business</li> <li>• Human resources - human resource management and business performance</li> </ul>	





# 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.

## 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.





<b>Community and Family Studies</b>	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<b>Course Description</b> <p>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.</p>	
<b>Main Topics Covered</b> <b>Preliminary Course</b> <ul style="list-style-type: none"> <li>• <b>Resource Management</b> Basic concepts of the resource management process (approximately 20% of course time).</li> <li>• <b>Individuals and Groups</b> The individual's roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>• <b>Families and Communities</b> Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul> <b>HSC Course</b> <ul style="list-style-type: none"> <li>• <b>Research Methodology</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>• <b>Groups in Context</b> The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>• <b>Parenting and Caring</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul> <b>HSC Option Modules</b> One of the following options is selected (approximately 25% of course time): <ul style="list-style-type: none"> <li>• <b>Family and Societal Interactions</b> Government and community structures that support and protect family members throughout their lifespan.</li> <li>• <b>Social Impact of Technology</b> The impact of evolving technologies on individuals and lifestyle.</li> <li>• <b>Individuals and Work</b> Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>	
<b>Particular Course Requirements</b> <p>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.</p>	

# 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:

- Core 60% (Performance 20%, Composition 20%, Appreciation 20%)
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

### HSC Course

Students study 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:

## 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.

## Is DANCE HARD?

- It is a HSC subject
- There is a lot of practical work involved — but it is NOT just a practical subject.
- There is some writing and research involved



# Drama

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

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.

## HSC Course content

Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The Group Performance of between 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**.

Drama is:

- 40% Theory - Due to the high Theory component it complements the English Advance Course however the course is also suitable for English Standard students.
- 60% Practical - (30% Group Performance)

## Individual Project Choices

## Project Requirements

Critical Analysis -  
Director's Folio

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

Four reviews of live theatre performances attended during the HSC course.

Critical Analysis -  
Applied Research Project

A structured report on the results of an investigative research.

Design - Costume

Costume renderings and supporting materials based on one of the texts listed on the current Design/Critical Analysis text list.

Design - Lighting

Lighting plans and supporting materials based on one of the texts listed on the current Design/Critical Analysis text list.

Design - Promotion and Program	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	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 - Monologue	The development of a solo performance.
Scriptwriting	The development of a script for a complete play for live performance.
Video Drama	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

## Course Description

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.

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.

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.

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.

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.

## Topics Covered

### Year 11 Course

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

### Year 12 Course

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

## Particular Course Requirements

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.

# Economics

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

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

## Main Topics Covered

### Preliminary Course

- Introduction to Economics - the nature of economics and the operation of an economy
- Consumers and Business - the role of consumers and business in the economy
- Markets - the role of 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

- 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:

- 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

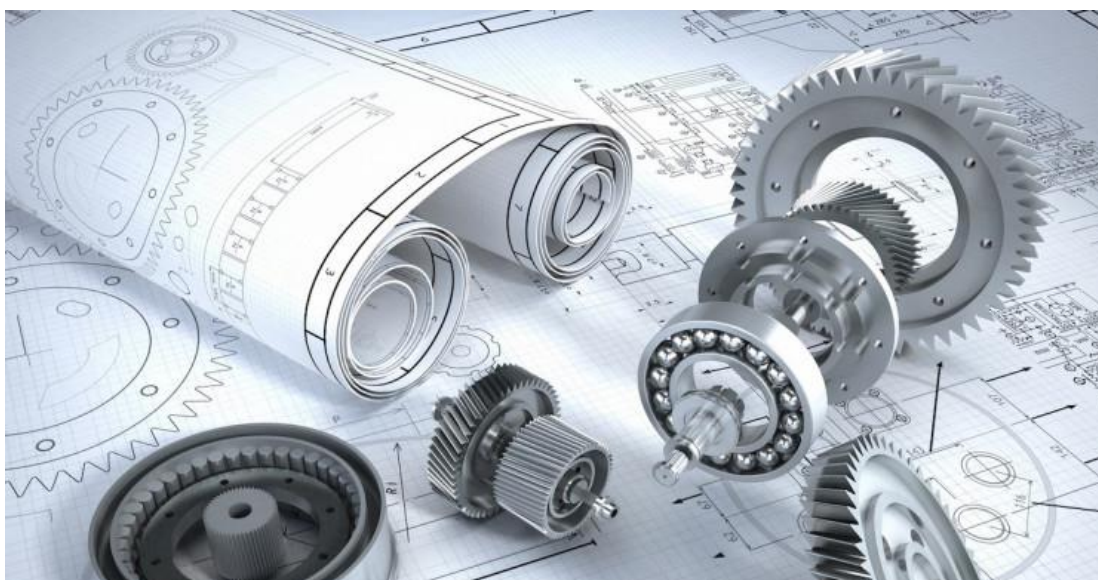
Students undertake the study and develop an engineering report for each of 5 modules:

- 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

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.

## Main Topics Covered

### Preliminary Course

- 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

- 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:**

- 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 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

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

## Main Topics Covered

### Preliminary Course

- Common Module: Reading to Write (40 hours)
- Module A: Contemporary Possibilities (40 hours)
- Module B: Close Study of Literature (40 hours)

### HSC Course

- 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

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

- 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.

<b>English Studies (ATAR / Non-ATAR)</b>	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<b>Course Description</b> <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>	
<b>Main Topics Covered</b> <b>Preliminary Course</b> <ul style="list-style-type: none"> <li>• Mandatory module - Achieving through English: English in education, work and community (30-40 hours)</li> <li>• An additional 2-4 modules (20-30 hours each)</li> </ul> <b>HSC Course</b> <ul style="list-style-type: none"> <li>• Mandatory Common Module: Texts and Human Experiences (30 hours)</li> <li>• An additional 2-4 modules (20-45 hours each)</li> </ul> <p>Please note - English Studies external examination is <b>OPTIONAL</b>, and if completed, <b>will</b> contribute to the awarding of an ATAR.</p>	
<b>Particular Course Requirements</b> <p>Across Stage 6 the selection of texts will give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia.</li> <li>• 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.</li> <li>• texts with a wide range of cultural, social and gender perspectives, popular and youth cultures.</li> <li>• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> </ul>	

# Food Technology

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

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

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

## Topics Covered

### Preliminary Course

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

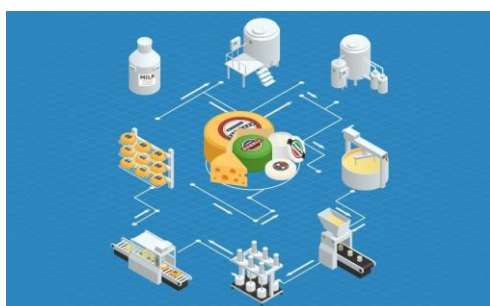
### HSC Course

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

## Particular Course Requirements

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

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



## Geography

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies, combined with an assessment of the geographer's contribution to understand our environment, are used to demonstrate the relevance of geographical study.

## Topics Covered

## Preliminary Course

- **Biophysical Interactions** - how biophysical processes contribute to sustainable management
- *Global Challenges* - geographical study of issues at a global scale
- *Senior Geography Project* - a geographical study of student's own choosing

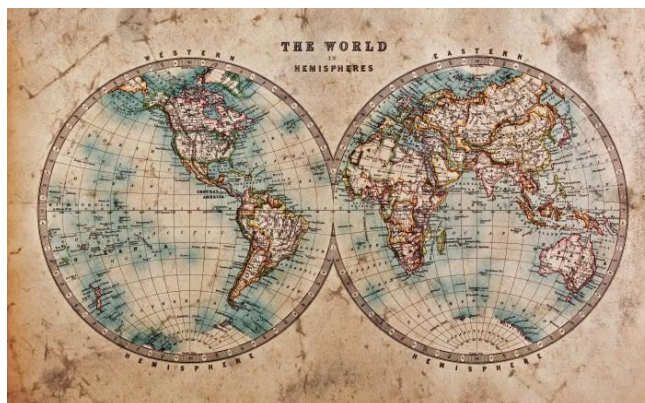
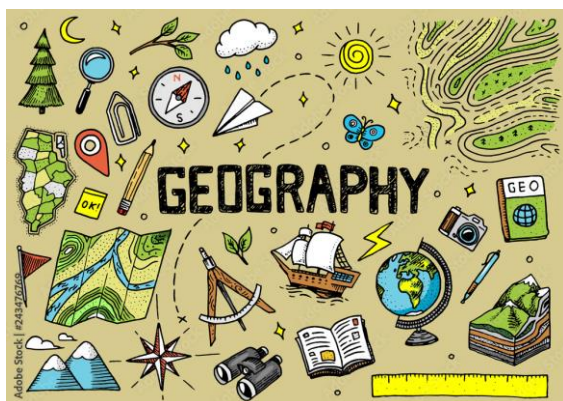
## HSC Course

- Ecosystems at Risk - the functioning of ecosystems, their management and protection
- Urban Places - study of cities and urban dynamics
- People and Economic Activity - geographic study of economic activity in a local and global context

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

### Particular Course Requirements

Students complete a Senior Geography Project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.



**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

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.

## Preliminary Course

### Introduction to Information skills and Systems (20%)

- Information Systems in Context
- Information Processes
- Digital Representation of Data
- Classification of Information Systems
- Social and Ethical Issues

### Tools for Information processes (40%)

- Collecting
- Organising
- Analysing
- Storing and Retrieving
- Processing
- Transmitting and Receiving
- Displaying

### Planning, Design and Implementation (20%)

- 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%)

- Personal Information Systems
- Group Information Systems

## HSC Course

### Project(s) (20%)

- Understanding the Problem
- Making Decisions
- Designing Solutions
- Project Management
- Social and Ethical Design
- Implementing
- Testing, Evaluating and Maintaining

### Information Systems and Databases (20%)

- Information Systems
- Examples of Database Information Systems
- Organisation Methods
- Storage and Retrieval
- Other Information Processes
- Issues related to Information Systems

### Communication Systems (20%)

- 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:**

- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems

## Particular Course Requirements

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



# Investigating Science

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

**Exclusions:** Nil

## Course Description

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

The 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.

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

The 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.

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.

## Topics Covered

### Year 11 Course

- Cause and Effect - Observing
- Cause and Effect - Inferences and Generalisation
- Scientific Models
- Theories and Laws

### Year 12 Course

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

## 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 30 hours Depth Study in Year 11 and Year 12.



## 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

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 an insight into the culture and language of Spanish-speaking communities through the study of a range of texts.

### Main Topics Covered

#### The Personal World & the Spanish-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  
– Spanish Dictionary



# Legal Studies

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

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

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.

## Preliminary Course

- Part I: The Legal System
- Part II: The Individual and the Law
- Part III: The Law in Practice

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.**

## HSC Course

- Core Part I: Core Part I: Crime
- Core Part II: Core Part II: Human Rights
- Part III: Two options

**Two options are chosen from:**

- 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 all of **Stage 5.3 should have been achieved at a high standard**.

## 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	<b>MA-F1</b> Working With Functions
	Trigonometry	<b>MA-T1</b> Measure with Angles <b>MA-T2</b> Identities
	Calculus	<b>MA-C1</b> Introduction to Differentiation
	Exponential & Logarithmic Functions	<b>MA-E1</b> Logarithms & Exponentials
	Statistical Analysis	<b>MA-S1</b> Probability

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

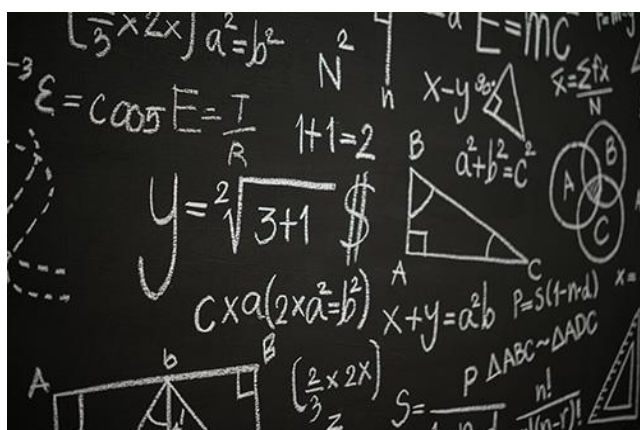
## Course Description

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	<b>ME-F1</b> Further Work with Functions <b>ME-F2</b> Polynomials
	Trigonometry	<b>ME-T1</b> Inverse Trigonometric Functions <b>ME-T2</b> Further trigonometric Identities
	Calculus	<b>ME-C1</b> Rates of Change
	Combinations	<b>ME-E1</b> Working with Combinations

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



# 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	<b>MS-A1</b> Formulae and Equations <b>MS-A2</b> Linear Relationships
	Measurement	<b>MS-M1</b> Applications of Measurement <b>MS-M2</b> Working with Time
	Financial mathematics	<b>MS-F1</b> Money Matters
	Statistical Analysis	<b>MS-S1</b> Data Analysis <b>MS-S2</b> Relative Frequency and Probability

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

<b>Modern History</b>	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <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>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ol style="list-style-type: none"> <li><b>Investigating Modern History</b> <ol style="list-style-type: none"> <li>The Nature of Modern History</li> <li>Case Studies</li> </ol> <p>Students undertake:</p> <ul style="list-style-type: none"> <li>At least ONE option from 'The Nature of Modern History', AND</li> <li>At least TWO case studies</li> </ul> </li> <li><b>Historical Investigation</b></li> <li><b>The Shaping of the Modern World.</b></li> </ol> <p><b>HSC Course comprises a study of:</b></p> <ol style="list-style-type: none"> <li>Core Study: Power and Authority in the Modern World 1919-1948</li> <li>ONE: 'National Studies ' topic</li> <li>ONE: 'Peace and Conflict' topic</li> <li>ONE: 'Change in the Modern World ' topic</li> </ol>	
<p><b>Particular Course Requirements</b></p> <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>	





<b>Music</b>	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<b>Course Description</b> 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;"><b>THE LIST OF TOPICS FROM WHICH YOU WILL HAVE SOME CHOICE IS:</b></p> <ul style="list-style-type: none"> <li>• Jazz - An Instrument and its Repertoire</li> <li>• Popular Music - Rap, R&amp;B, etc.</li> <li>• Rock Music - All types</li> <li>• Technology and its Influence on Music - Dance music</li> <li>• Music for Radio, Film, TV &amp; Multimedia e.g. Japanese Cartoon music</li> <li>• Australian Music (including Rock)</li> <li>• Music of a Culture - Polynesian, Assyrian, Vietnamese, K-Pop, J-Rock or any culture the student chooses</li> <li>• Baroque Music (1650- 1720)</li> <li>• Music of the 20th and 21st Century</li> <li>• Methods of Notating Music</li> <li>• Music for Large Ensembles - Symphony, concerto</li> <li>• Music for Small Ensembles</li> <li>• Jazz, trios, rock groups</li> <li>• Romantic Music (1800—1900)</li> <li>• Theatre Music - musicals</li> <li>• Music in Education</li> <li>• Music and the Related Arts</li> <li>• Classical Music (1720-1800)</li> <li>• Medieval Music (1000-1200)</li> </ul>	
<ul style="list-style-type: none"> <li>• 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).</li> <li>• The students have the choice to perform in a group or by themselves.</li> <li>• For your HSC exam, there is <b>ONE COMPULSORY PERFORMANCE</b> - so you have to be willing to perform on some instrument at least once— voice, guitar, drums, piano, wind, violin etc.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
<b>Is MUSIC HARD?</b> <ul style="list-style-type: none"> <li>• It is an HSC subject!</li> <li>• There is a lot of practical work involved — but it is NOT just a practical jam session.</li> <li>• There is some writing and research involved</li> </ul>	



# 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

#### 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 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.

#### Optional Components (40% of course time)

Students will select two options from;

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



### HSC Course

#### 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: 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;

- 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

## Course Description

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time - from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The 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.

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.

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.

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.



## Topics Covered

### Year 11 Course

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

### Year 12 Course

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

## 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.

# 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

- 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

- 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:

- 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
<b>Course Description</b> <p>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.</p>	
<b>Preliminary Course</b> <b>Core strands (100% total time)</b> <b>Concepts and Issues in the Design and Development of software</b> <b>30</b> <ul style="list-style-type: none"> <li>Social and ethical issues</li> <li>Hardware and software</li> <li>Software development approaches</li> </ul> <b>Introduction to Software Development</b> <b>50</b> <ul style="list-style-type: none"> <li>Defining the problem and planning software solutions</li> <li>Building software solutions</li> <li>Checking software solutions</li> <li>Modifying software solutions</li> </ul> <b>Developing Software Solutions</b> <b>20</b> 	<b>HSC Course</b> <b>Core strands (80% total time)</b> <b>Development and Impact of Software Solutions</b> <b>15</b> <ul style="list-style-type: none"> <li>Social and ethical issues</li> <li>Application of software development approaches</li> </ul> <b>Software Development Cycle</b> <b>40</b> <ul style="list-style-type: none"> <li>Defining and understanding the problem</li> <li>Planning and design of software solutions</li> <li>Implementation of software solutions</li> <li>Testing and evaluation of software solutions</li> <li>Maintenance of software solutions</li> </ul> <b>Developing a Solution Package</b> <b>25</b> <b>Options</b> <b>20</b> One of the following options: 1. Programming Paradigms OR 2. The Software Developer's view of the hardware
<b>Particular Course Requirements</b> <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>	

# Textiles and Design

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

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.

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.

## Main Topics Covered

### Preliminary Course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (ATCFAI) (10%)

### HSC Course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%)

## Particular Course Requirements

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 ATCFAI developed in the Preliminary course.





# 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):

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:

- The nature of practice in artmaking, art criticism and art history.
- '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.

### 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.





# **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 studied in class will be selected from the list below:
- Diary and Portfolio of Works - a recording and working method to show students' development of processes to create, invent and select.

## 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

## 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:



# 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"> <li>knowledge and understanding outcomes and course content</li> <li>skills outcomes and course content</li> </ul>	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

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

#### Modules

- 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.



# Numeracy

Content Endorsed Course

Exclusions: Nil

## Course Description

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

## Main topics covered may include...

Numeracy CEC Year 11 content (120 hours)	Module	Sub-modules
	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

Numeracy CEC Year 12 content (120 hours)	Module	Sub-modules
	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 the Visual Arts HSC Course.

## 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"> <li>2 Unit / 1 year<br/>120 hours with 3-6 modules</li> <li>2 Unit / 2 years<br/>240 hours with 6-12 modules</li> </ul> | <ul style="list-style-type: none"> <li>1 Unit / 1 year<br/>60 hours with 2-3 modules</li> <li>1 Unit / 2 years<br/>120 hours with 6-12 modules</li> </ul> |
|--|---|

## Requirements:

- Modules studied in class will be selected from the list below
- Diary and Portfolio of Works - a recording and working method to show students' development of processes to create, invent and select.

Modules include:

<b>Wet Photography</b>	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
<b>Digital Imaging</b>	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
<b>General</b>	G1 20 - 40 Hours	Individual/collaborative project
<b>Mandatory in any field(s)</b>	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

## Subject Description

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.

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.

This course caters for a wide range of student needs. It can assist students in developing:

- 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.

**The Sport, Lifestyle and Recreation course comprises 15 optional modules, there is no prescribed core component. Schools are able to select from these modules.**

Sport, Lifestyle and Recreation course modules:

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

## Assessment

Students will be assessed on both theory and practical components.





Visual Design (2 unit)		
Content Endorsed Course		<b>Exclusions:</b> 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.
<b>Subject Description</b> 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. <b>NB</b> 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		
<b>Requirements</b> <ul style="list-style-type: none"> <li>Modules studied in class will be selected from the below modules.</li> <li>Diary and Portfolio of Works - a recording and working method to show students' development of processes to create, invent and select.</li> </ul> Modules include:		
Graphic Design	<b>Modules: 20-40 hours</b>	
	GD1	Publications and Information
	GD2	Illustration and Cartooning
	GD3	Interactive and Multimedia
Wearable Design	<b>Modules: 20-40 hours</b>	
	WD1	Clothing and Image
	WD2	Jewellery and Accessories
	WD3	Textiles
Product Design	<b>Modules: 20-40 hours</b>	
	PD1	Packaging
	PD2	Furniture
	PD3	Industrial
Interior/ Exterior Design	<b>Modules: 20-40 hours</b>	
	IED1	Structures and Environments
	IED2	Stage Sets and Props
	IED3	Interior
General Design	<b>Modules: 20-40 hours</b>	
	GM	Individual/Collaborative Design Project
Mandatory (any Field/s)	<b>Modules: 3-6 hours</b>	
	MM	Occupational Health & Safety
<b>Assessment</b> <ul style="list-style-type: none"> <li>2 Unit 3-4 tasks</li> </ul> <b>Must include as one (1) task a Formal Examination.</b> <b>In this examination practical, theory and diary work is to be tested.</b>		

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



**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)

<b>Course</b>	<b>Course Code</b>	<b>Qualification</b>
Business Services	BSB30120	Certificate III in Business
Construction	CPC20220 CPC20120	Certificate II in Construction Pathways Statement of Attainment towards a Certificate II in Construction
Entertainment	CUA30420	Statement of Attainment towards a Certificate III in Live Production and Services
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



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2023 BUSINESS SERVICES COURSE DESCRIPTION

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

**Course: Business Services**

Board Developed Course

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

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

**BSB30120 Certificate III in Business**

**Based on Business Services Training Package V. 8.0 release 2**

**Units of Competency**

**Core**

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

**Electives**

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

**Recommended Entry Requirements**

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

**Examples of occupations in the business services industry:**

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

**Mandatory HSC Course Requirements**

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Costs: Resources \$ Nil**

Refund Arrangements on a pro-rata basis

**Consumables \$20**

Please see your VET teacher to enquire about financial assistance.

**Other \$Nil**

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>





Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

## 2023 CONSTRUCTION COURSE DESCRIPTION

## CPC20220 Certificate II in Construction Pathways

## &amp; Statement of Attainment towards CPC20120 Certificate II in Construction

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: **Construction**

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total

**Category B for Australian Tertiary Admission Rank (ATAR)**

By enrolling in a VET qualification with Public Schools NSW, Ultimo, RTO 90072 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways, (Release 6) <https://training.gov.au/Training/Details/CPC20220> and the requirements for the Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20120> as outlined in the TAS.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

**Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.**

**Units of Competency****Core Units**[CPCCWHS2001](#)

Apply WHS requirements, policies and procedures in the Construction Industry

[CPCCOM1012](#)

Work effectively and sustainably in the Construction Industry

[CPCCOM1013](#)

Plan and organise work

[CPCCVE1011](#)

Undertake a basic construction project

[CPCCOM1015](#)

Carry out measurement and calculations

**Refer to the TAS for the qualification packaging rules.****Elective Units**[CPCCCM1011](#)

Undertake basic estimation and costing

[CPCCOM2001](#)

Read and interpret plans and specifications

[CPCCCA2002](#)

Use carpentry tools and equipment

[CPCCCA2011](#)

Handle carpentry materials

[CPCCCM2005](#)

Use construction tools and equipment

[CPCCWHS1001](#)

Prepare to work safely in the construction industry

[CPCCWF2002](#)

Use wall and floor tiling equipment

[CPCCCM2013](#)

Undertake basic installation of wall tiles

**White Card**

CPCCWHS1001 - Prepare to work safely in the construction industry.

**The General Construction Induction Training (White Card) will be delivered as part of this course.**

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

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

▪ This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites

▪ Carpentry  
▪ Joinery

▪ Bricklaying  
▪ Builder's labourer

**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 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.

**Appeals and Complaints**

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

**Course Cost: Resources \$140**

Refund Arrangements on a pro-rata basis.

**Consumables: \$20****Other: White Card \$30**

Please see your VET teacher to enquire about financial assistance.

**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

2023 ENTERTAINMENT INDUSTRY 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: **Entertainment Industry**  
Board Developed Course

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

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

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

**Units of Competency**

**Core**

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

**Electives**

CPCCWHS1001 Prepare to work safely in the construction industry  
CUAWHS312 Apply work health and safety practices  
CUASOU331 Undertake live audio operations  
CUALGT311 Operate basic lighting  
CUASTA212 Assist with bump in and bump out of shows  
SITXCCS006 Provide service to customers  
CUASOU306 Operate sound reinforcement systems  
CUAVSS312 Operate vision systems  
CUASTA311 Assist with production operations for live performances  
CUASMT311 Work effectively backstage during performances

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

**Additional requirement: Entertainment Industry Specialisation Course**

**1 HSC unit only**

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

**Units of Competency**

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

**Recommended Entry Requirements**

Students selecting this course should be interested in working on the technical production operations of the Entertainment Industry. The course **is not** about performance and entertaining others. Students will study Audio, Customer Service, Lighting, Safety, Staging, Vision and working in the Entertainment Industry and workplace. Students should be able to lift and carry equipment for a successful bump in and bump out, work safely, follow direct instructions from their teacher/supervisor, work with others and communicate clearly. There will be out of class homework, research activities and cluster based assessments to complete. Students studying this course would benefit further from working on events outside of the school environment and not just within. Some events that students work on could be outside of normal school hours.

**Examples of occupations in the Entertainment Industry**

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

**Mandatory HSC Course Requirements**

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Costs: Resources \$20**

**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

## 2023 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 \$300**

**Consumables \$20**

**Other \$70 (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>

**2023 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**

For a Statement of Attainment Towards ICT30120

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

*To receive the full qualification ICT30120 (optional)*

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

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

**Recommended Entry Requirements**

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

**Pathways to Industry**

Working in the information technology industry involves:

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

**Examples of occupations in the Information Technology industry**

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

**Mandatory Course Requirements**

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Costs: Resources \$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

## 2023 RETAIL SERVICES COURSE DESCRIPTION

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

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

Course: **Retail Services**  
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 7.0)

#### Units of Competency

##### Core

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

##### Electives

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

##### Additional for HSC requirements

SIRXSLS002	Follow point of sale procedures
------------	---------------------------------

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>



**2023 - 2024**

**Fees**

**Schedule**





## SUBJECT FEES - Year 11, 2023

Subjects	KLA	Fees	Subjects	KLA	Fees
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	\$50	Visual Arts Yr.11	VISUAL ARTS	\$50
Ind. Arts - IT Timber	TAS	\$50	Yr.11 - 2 Unit ( <i>Ceramics</i> )	VISUAL ARTS	\$50
Information Processes and Technology	ICT	\$10	Yr.11 - 2 Unit ( <i>Visual Design</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	\$70 \$30	Retail	VET	\$10
Hospitality – Course Fee	VET	\$160			
Hospitality – Uniform Hire	VET	\$70			
Entertainment White Card	VET	\$20 \$30			

## SUBJECT FEES - Year 12, 2024

Subjects	KLA	Fees	Subjects	KLA	Fees
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	Yr.12 - 2 Unit <i>(Ceramics)</i>	VISUAL ARTS	\$50
Information Processes and Technology	ICT	\$10	Yr.12 - 2 Unit <i>(Visual Design)</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	\$70	Retail	VET	\$10
Hospitality – Course Fee	VET VET	\$160	Entertainment	VET	\$20

## NOTES....

---

## NOTES....

---