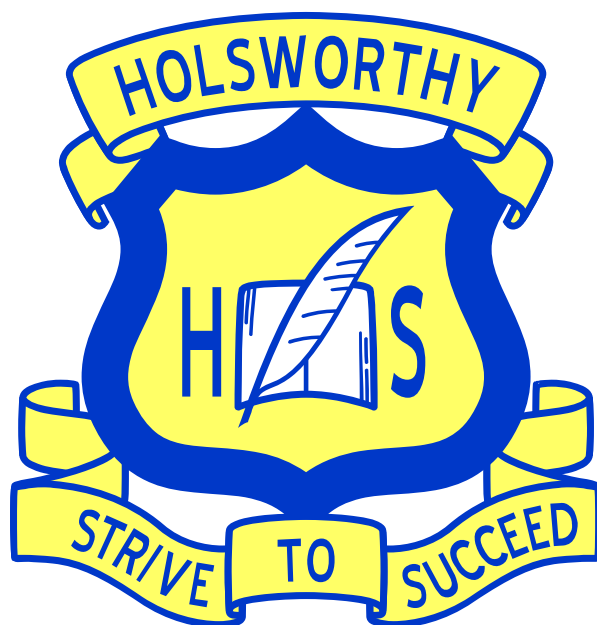


HOLSWORTHY HIGH SCHOOL



STAGE 6 PROSPECTUS

PRELIMINARY COURSES 2022

HIGHER SCHOOL CERTIFICATE COURSES 2023

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SUBJECT OFFERINGS			
SUBJECT	FEE	SUBJECT	FEE
Biology **	Nil	Music	\$10
Business Studies	Nil	PD/H/PE **	Nil
Chemistry **	Nil	Physics **	Nil
Community & Family Studies	\$50	Society and Culture	Nil
English - Advanced	Nil	Visual Arts ** * Plus cost of materials for major work.	\$60 (Year 11) \$80 (Year 12)
English - Extension	Nil		
English - Standard	Nil	NON ATAR SUBJECTS	
English - Studies	Nil	Digital Imaging	Nil
Geography	Nil	Exploring Early Childhood	Nil
History - Ancient	Nil	Sport, Lifestyle & Recreation **	Nil
History - Modern	Nil		
IT - Timber ** * Plus cost of materials for	Year 11- \$90 Year 12- \$60	VET SUBJECTS	
Legal Studies	Nil	Construction **	\$80
Mathematics - Advanced 2 Unit	Nil	Hospitality ** - Kitchen Operations	\$220
Mathematics - Extension	Nil	Hospitality ** - Food and Beverage	\$210 (Year11) \$160 (Year12)
Mathematics - Standard 1	Nil	Information & Digital Technology	Nil
Mathematics - Standard 2	Nil		

** Uniform Dependent Subjects

PRINCIPAL'S MESSAGE

Welcome to Senior Schooling.

The transition from Year 10 to senior schooling marks a significant milestone in any student's career. Years 11 and 12 present an opportunity to not only study subjects in more detail, but to choose those that will prepare you for your careers.

Senior students enjoy a more flexible approach to the timetabling of their lessons. The school encourages the students to take advantage of the Learning Centre and the library facilities during their study periods. The best results will come from a consistent approach to the work over a long period of time.

Perhaps the most significant lesson a senior student will learn is that everyone, in the final analysis, is responsible for his or her own results. The school, the staff and parents are always available to assist any student but it's up to you. Be prepared for an exciting and challenging time ahead.

Mr. Watkins

Principal

MESSAGE FROM YOUR YEAR ADVISER

The Higher School Certificate offers you the opportunity to develop skills in specialised areas and to build on the knowledge you have gained in junior years. The HSC will prepare you for employment, a TAFE course, an apprenticeship or a University course. It is very important that you should choose courses that you are good at, interested in and may use in the future. Your aim is to attain the best HSC result you can and selecting subjects that best suit your abilities and interests is how you can achieve this.

All HSC subjects are hard work, all subjects have assessment tasks, some subjects will have a major project or mandatory Work Placement. It is important that you consider all aspects of your subject choices to ensure that you are selecting subjects that you are prepared to study in depth.

It is important to discuss your subject choices with your teachers, who are experts in their field of study. For information about E-VET courses, TAFE or University courses speak with **Ms. Brown** or **Mr. Grew**. For queries about the online subject selections see **Mr. Ponton**.

Mr Al Khuzai
Year Adviser

INFORMATION ABOUT THE HSC 2022-2023

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

The Structure of the HSC.

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

English is compulsory in both Year 11 and Year 12.

Students must accumulate at least 22 units:

- 12 Preliminary units (usually 6 subjects)
- 10 HSC units (usually 5 subjects)

Courses must cover a minimum of 4 subjects.

You cannot select more than 3 Science subjects in Year 11.

A maximum of one 2 Unit VET Course (Board Developed only) can be counted for ATAR and there are some limits involving Mathematics Standard 1 and English Studies with VET.

Content Endorsed Courses (CEC) like SLR can count towards a HSC but not towards an ATAR.

What are Units?

- All courses for the Higher School Certificate have a unit value.
- Nearly all courses are 2 Units.
- Each unit involves class time of approximately 60 hours per year.
- A 2 unit course takes 120 hours to complete.
- In the HSC each unit has a value of 50 marks, so 2 units = 100 marks.
- English and Mathematics offer an extension unit in addition to the 2 unit course.

What is ATAR?

ATAR is the “Australian Tertiary Admission Rank”.

ATAR is used by universities for determine who gets entry to various courses.

The Universities Admissions Centre (UAC) uses your HSC results to determine your ATAR. There is variation in the scaling that different subjects receive in determining your ATAR. This is determined by the results each year so previous years scaling may not be accurate. The advice of Holsworthy High School remains that students select subjects they like and are interested in.

Mr Roebuck and Mr Grew can provide you with more information if you require it.

WHAT TYPE OF COURSES CAN I SELECT?

Board Developed Courses (BDC's)

Most courses are BDC's. These courses are developed by NESA. For each course the following information is available:

- the course objectives, structure, content and outcomes
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training courses)

All students entered for the HSC who are studying BDC's follow these syllabi.

These courses are examined externally at the end of the HSC course and can count towards the calculation of ATAR.

Vocational Education and Training (VET) Courses

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

These courses allow students to gain both the Higher School Certificate qualifications and accreditation within the 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**. To use VET courses towards an ATAR you must sit the final HSC exam for that subject. Students receive a certificate showing the competencies gained.

Content Endorsed Courses (CEC's)

CEC's have syllabi endorsed by the NESA to cater for areas of special interest not covered in BDC's.

There are three Content Endorsed Courses offered at Holsworthy:

- Exploring Early Childhood
- Sport, Lifestyle and Recreation
- Digital Photography

There are **no external examinations** for Content Endorsed Courses. Assessment is wholly school-based.

CEC's count towards the HSC and appear on the student's "Record of School Achievement", but do not count towards an ATAR.

COMPLETION OF COURSES

Satisfactory completion of a course.

To satisfy the requirements and pass the preliminary year, you must satisfactorily complete a minimum of 12 units. Satisfactory completion of a course means:

- You have met all or some of the course outcomes and you have made a **genuine attempt** at all assessment tasks.
- You have **participated** in experiences which are required by the syllabus, e.g. assignments, tests and examinations, major works and practical projects.
- You have **prepared yourself sufficiently** to enable you to make a serious attempt at the external HSC examination.

If your School Principal does not certify the satisfactory completion of a preliminary course, you cannot progress into the HSC part of that course. Students can be given provisional entry into the HSC course - provisional on their completion of Preliminary Assessment tasks inside a designated time frame.

If you receive results in less than 12 preliminary units following such a decision, you may proceed to the HSC course in the subjects in which you are satisfactory but you will need to repeat courses in which you are unsatisfactory (or do an alternate Preliminary course). This means you will not be eligible for the HSC in 2022 and will require a further year of study either at school or at TAFE.

Satisfactory attendance and application

Your overall attendance and application must be satisfactory to receive a Higher School Certificate and a Record of School Achievement.

You will be given written warning in sufficient time to allow you to correct any problems regarding your attendance, application, or course completion.

If you are deemed unsatisfactory you have the right to appeal to the NESA against your Principal's decision. Your Principal must advise you of this right and explain the appeal mechanism in such a case.

**** Uniform Dependent subjects:**

The subjects marked with an ** on page 3 have specific uniform requirements that relate to Workplace Health and Safety. Students must meet the uniform requirements to enter some classes for these subjects. Failure to meet the requirements can lead to 'N' Warnings and 'N' Determinations and may limit or prevent HSC accreditation. Please check:

https://holsworthy-h.schools.nsw.gov.au/content/dam/doe/sws/schools/h/holsworthy-h/policies/2019_School_Uniform_Policy.pdf

SELECTION OF SUBJECTS

We recommend you use the following strategies when making your choice of subjects:

- Select subjects which are **necessary** (ie: pre-requisite, assumed knowledge, recommended) for your chosen career/tertiary course, provided:
 - a) you are reasonably sure about what you wish to do.
 - b) **you have the ability** to obtain a satisfactory result in this subject.
- Select subjects you are **interested in**. If you are interested in a given subject there is some probability that you will be interested in a career/tertiary course related to this subject, even if you don't know it yet.
- Select subjects which **you are good at**. There is no point doing a subject at which you are poor simply because it is a pre-requisite. If you can't cope at school you are unlikely to be able to cope with a similar course at a tertiary level. It may be wise for you to re-think your career goals.
- If possible, always try to select subjects which will **keep your options open**, particularly if you are unsure about your future career/course direction. Draw up your plan for your pattern of study for both the Preliminary and HSC years to ensure that you'll be eligible for an HSC.

Do not select courses based on what friend's choose!

Pathways

It may be possible for students to accumulate their HSC over a period of no more than five (5) years. Anyone interested in this idea **MUST** seek advice first from your Deputy Principal or the Careers Adviser.

Who can help you?

Year Advisers – Mr Al Khuzai

NESA Coordinator – Mr Slater

Careers Adviser – Ms Brown

VET Coordinator—Mr Topping

Deputy Principals — Ms Davis and Mr Grew

ATAR Eligibility and UAC Matters — Mr Grew

WHY SUBJECT CHOICE IS IMPORTANT.

OPTION 1

IF YOU WISH TO UNDERTAKE TERTIARY STUDY (Some TAFE, or UNIVERSITY)

- The ATAR is based on your best **10 Units of Board Developed Courses** in Year 12.
- Some tertiary courses require you to have studied certain HSC subjects. These are called prerequisite subjects.
- Particular school subjects are often listed as assumed knowledge. This means that the institution will proceed with courses on the assumption that you have studied this HSC subject, although it does not require it. You will find tertiary courses very difficult if you have not studied the assumed knowledge.
- Other subjects (while not being prerequisites or assumed knowledge) may be recommended as good preparation for a course of study.
- One of your aims will therefore be to maximise your marks and your choice of subjects may play a part in this strategy.
- Some subjects, (for example Business Studies, Food Technology, Mathematics, English, and VET Courses) can be used to gain credit or advanced standing in certain TAFE Courses. Carefully investigate this aspect with the Careers Adviser.

OPTION 2

IF YOU WISH TO ENTER THE WORKFORCE AFTER LEAVING SCHOOL

- The subjects you choose may affect the career direction you are able to take.
- The subjects studied may influence an employer in the selection of applicants for a job vacancy.

What research will you need to do?

OPTION 1

FOR STUDENTS WHO WANT TO STUDY AT UNIVERSITY OR TAFE

Find out where you can do the tertiary courses in which you are interested, and any prerequisites and assumed knowledge that you need, as well as the ATAR needed.

To do this you can use:

- UAC Students Year 10 Information Guide (Ms. Brown)
- Tertiary Institution website
- TAFE website
- Previous year's ATAR 'Cut Offs' on the UAC website (these vary from year to year)
- Resources of the Careers Adviser
- Subject teachers
- Your Careers Adviser, Year Adviser and parents

OPTION 2

FOR STUDENTS WHO INTEND GOING TO WORK AFTER SCHOOL

Find out which subjects are relevant to the career(s) you are considering. Investigate the employment opportunities in this job.

In deciding whether to go to work after school, or to study further, you can:

- Refer to the "Job Guide"
- Research labour market information or Careers Reference Centres
- Talk to employers or employer organisations
- Discuss subject content and how hard the course is with subject teachers
- Talk to your Careers Adviser, Year Adviser and parents

SUMMARY

You want an ATAR

University or TAFE Diploma

English – (2 Units)
Advanced, Standard or Studies
course

PLUS

4 Board Developed Courses
which may include a VET Course
(8 Units)

PLUS

Another course (2 Units)

Total: 12 Units

You don't want an ATAR

TAFE or Workforce

English – (2 Units)
Advanced, Standard or Studies
course

PLUS

2 Board Developed Courses (4 Units)

PLUS

Another 3 courses (6 Units)

Total: 12 Units

Students usually drop one course (not English) for the HSC year.

Biology

2 units for both the Preliminary and HSC year.

Faculty

Science

Work Placement

No

ATAR

Yes

Hours

240

Fees

Nil

Exclusions

Nil

COURSE DESCRIPTION:

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live.

Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

Year 11 has 4 modules;

- Cells as the basis of life
- Organisation of Living Things
- Biological diversity
- Ecosystem Dynamics

HSC has 4 modules

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

Both years must include a depth study in one module

COURSE REQUIREMENTS:

Both Year 11 and Year 12 follow the same assessment pattern of just 3 tasks.

A Yearly Exam worth 30%.

A Practical Task adds another 30% and a Depth Study the remaining 40%.

CAREER OPPORTUNITIES:

Medical Science, National Parks Ranger, Food Technologist, Nurse, Marine Biologist, Ambulance, Speech Pathologist, Physiotherapist, Optometrist, Lands & Forestry, Landscape Gardener, Laboratory Technician, Medicine, Dentistry.

Business Studies

2 units for both the Preliminary and HSC year.	Faculty	HSIE	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	Nil	Exclusions	Nil

COURSE DESCRIPTION:

Business Activity is a feature of everyone's life.

Business Studies makes a significant contribution to the ability to participate effectively in the business environment.

In this course, students are exposed to a number of business case studies which allow students to apply theoretical concepts in a very relevant framework.

Students completing this course will develop general and specific research, analysis, problem solving, decision making, critical thinking and communicating skills. These skills will enhance a student's ability to participate effectively in the business world as informed citizens.

POST SCHOOL OPPORTUNITIES:

Business Studies gives a valuable foundation for many courses at University and other Tertiary Institutions.

The HSC Business Studies Course is recognised by industry and training organisations where students receive credit for topics completed.

TAFE offer credit transfer to Courses for HSC Business Studies students check at www.tafensw.ed.au/mchoice.

Recognition by other Registered Training Organisations (RTO).

COURSE CONTENT:

Preliminary Course

Nature of Business – 30%
Business Management – 30%
Business Planning – 40%

In the Preliminary course students will complete a **Business Plan** which involves investigating the operation of a small business.

HSC Course

Operations – 25%
Marketing – 25%
Finance – 25%
Human Resources – 25%

In Year 12 students will complete a **Marketing Plan** focusing on the various elements of marketing in an organization.

EXCURSIONS

Students will get the opportunity to get out of the classroom and visit 'business' such as the 'Sydney Tower Restaurant' and the 'IMAX Theatre' etc to get a unique experience. This will provide the students with a unique opportunity to have hands-on experience.

CAREER OPPORTUNITIES:

Accounting, Economics and Management, Banking, Finance, Manufacturing and Commerce.

Chemistry

2 units for both the Preliminary and HSC year.	Faculty	Science	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	Nil	Exclusions	Nil

COURSE DESCRIPTION:

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

Year 11 has 4 modules

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

HSC has 4 modules

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

COURSE REQUIREMENTS:

Both Year 11 and Year 12 follow the same assessment pattern of just 3 tasks.

A Yearly Exam worth 30%.

A practical task adds another 30% and a Depth Study the remaining 40%.

CAREER OPPORTUNITIES:

Agriculture, Engineering, Medical Science, Nursing, Pharmacy, Teaching, Biochemistry, Dentistry, Genetics, Landscape design, Pathology, Radiology, Wine making, Forensic Investigation.

Community and Family Studies

2 units for both the Preliminary and HSC year.	Faculty	PDHPE	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	\$50	Exclusions	Nil

COURSE DESCRIPTION:

Community and Family studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities in relation to the changing nature of Australian society with a view to enabling students to plan and manage resources effectively.

MAIN TOPICS COVERED:

Preliminary Course

- Resource Management
- Individual and Groups
- Families and Communities

HSC Course

- Resource Methodology
- Groups in Context
- Parenting and Caring

Students will take home the 'real-care' baby for simulated parenting experience.

HSC OPTION MODULES: (one to be studied)

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

COURSE REQUIREMENTS:

As part of the HSC, students are required to complete an **Independent Research Project (IRP)** to be related to the course content. This contributes 20% to the final HSC mark in this subject.

CAREER OPPORTUNITIES:

This provides students with the foundation for a range of courses at universities and other Tertiary institutions, including Teaching, Childcare, Industry Research and Marketing, Nursing, Psychology, Counselling and Welfare. There are opportunities to gain recognition in Vocational Education & Training at the tertiary level.

Digital Imagery (NON ATAR)

2 units for both the Preliminary and HSC year.

Faculty

Art

Work Placement

No

ATAR

No

Hours

240

Fees

Nil

Exclusions

Nil

COURSE DESCRIPTION:

This course provides students with the opportunity to investigate the techniques involved in creating digital images for artistic expression.

EQUIPMENT:

Students are required to supply their own camera and USB to store their images. Students will print their images for their folios at school. Therefore, a fee is charged for paper, printing and mounting of photos for display.

COURSE CONTENT:

Component	Weighting
Making	70%
Critical and historical studies	30%

The focus of all tasks will be to attain a knowledge and expertise of techniques in digital photography and an understanding of the power of digital images to communicate to an audience.

Students will undertake a series of modules learning how to take photographs and digitally producing and manipulating them to achieve the specific task outlines.

Contemporary photography studies will be investigated to assist and support the individual's development in the field of photography.

A diary documenting the content and participation in the course will be maintained and used as a means of assessment.

MODULES INCLUDE:

- Introduction to Practice
- Developing a point of View
- Traditions, Conventions, Styles and Genres
- Manipulated forms
- The Arranged Image
- Temporal Accounts
- Individual/Collaborative project
- Occupational Health and Safety

CAREER OPPORTUNITIES:

Photography, Graphic arts, Communications, Publishing, Photo Journalism.

English Advanced

2 units for both the Preliminary and HSC year.	Faculty	English	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	Nil	Exclusions	Nil

COURSE CONTENT:

In the English Advanced course, students explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

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.

The modules encourage students to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning. If you choose the Advanced Course you may consider the Extension Course (see separate details).

Prerequisites: Only one class is available in this course next year and it is imperative that a student considering studying Advanced English do so after consultation and recommendation from their class room teacher and Head teacher.

PRELIMINARY ENGLISH (ADVANCED)	HSC ENGLISH (ADVANCED)
<p>Across Stage 6 the selection of texts must give students experience of the following:</p> <ul style="list-style-type: none"> a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia. a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and / or Torres Strait Islander peoples. texts with a wide range of cultural, social and gender perspectives, integrated modes of reading, writing, listening, speaking, viewing and representing. 	<p>Shakespearean drama, prose fiction, poetry OR drama. The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.</p> <p>The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course requirements. Students must study ONE related text in the common module: Texts and Human Experiences.</p>

CAREER OPPORTUNITIES:

Advertising Specialist, Archivist; Copywriter, Desktop Publisher, Editor, Editor, Journalist, Librarian, Library Technician, Publisher, Teacher, TAFE Lecturer, University Lecturer, Writer.

English Extension

Extension Course 1 Unit Preliminary and HSC with possible additional 1 Unit HSC Extension 2 Course	Faculty	English	Work Placement	No
	ATAR	Yes	Hours	60
	Fees	Nil	Exclusions	Standard English Studies English

PREREQUISITES:

Places in this course are limited and students may need to be interviewed by the Head Teacher for academic eligibility into the course.

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

COURSE DESCRIPTION:

The English Extension 1 course provides students who undertake Advanced English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Students should enjoy the challenge of responding to complex and sophisticated texts. All our students who study at this level find it aids their performance in the Advanced Course. Importantly, students who study HSC Extension 1, are also able to choose HSC Extension 2.

PRELIMINARY ENGLISH EXTENSION COURSE:

Across Stage 6 the selection of texts **should** give students experience of the following **as appropriate**: Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia, Aboriginal and/ or Torres Strait Islander authors. A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts through integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

HSC ENGLISH EXTENSION COURSE:

Common module: Literary Worlds with one elective option. The study of at least three texts must be selected from a prescribed text list for the module study including at least two extended print texts. Students are required to study at least two related texts. The study of at least three texts must be selected from a prescribed text list for the module study including at least two extended print texts.

EXTENSION 2 (HSC)

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Students must complete a Major Work and Reflection Statement and document coursework in a Major Work Journal. The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.

CAREER INFORMATION AND OPTIONS:

Advertising Specialist, Archivist, Copywriter, Desktop Publisher, Editor, Editor, Journalist, Librarian, Library Technician, Publisher, Teacher, TAFE Lecturer, University Lecturer, Writer.

English Standard

2 units for both the Preliminary and HSC year.	Faculty	English	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	Nil	Exclusions	Extension English

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.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.

COURSE CONTENT:

In the Preliminary English (Standard) course students are required to:

Study ONE complex multimodal or digital text in Module A. Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support the study of texts with their own wide reading.

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

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

HSC English (Standard) course requires:

Closely study **three types of prescribed texts**, one drawn from each of the following categories: prose fiction, poetry **OR** drama, film **OR** media **OR** nonfiction.

Across Stage 6 the selection of texts **must** 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

CAREER OPPORTUNITIES:

All careers require English.

English Studies

2 units for both the Preliminary and HSC year.	Faculty	English	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	Nil	Exclusions	Extension English

COURSE DESCRIPTION:

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.

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. Students refine these expressive language skills, responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts.

COURSE CONTENT:

In the Preliminary English Studies course students are required to:

- read, view, listen to and compose a **wide range of texts** including print and multimodal texts.
- study at least one substantial print text (for example a novel, biography or drama).
- study at least one substantial multimodal text (for example film or a television series).
- students study the mandatory module, Achieving through English: English in education, work and community.
- students complete the mandatory module, Achieving Through English, as the first unit of work.
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed), considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances.

HSC ENGLISH STUDIES COURSE REQUIRES:

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

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

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

CAREER OPPORTUNITIES

All careers require English.

Exploring Early Childhood (NON ATAR)

2 units for both the Preliminary and HSC year.	Faculty	TAS	Work Placement	No
	ATAR	No	Hours	240
	Fees	\$40	Exclusions	Nil

COURSE DESCRIPTION:

Our society acknowledges childhood as a unique and intense period of growth, development and learning. This course aims to provide students with knowledge about childhood development so that they will be able to support and encourage development when interacting with children.

CORE UNITS OF STUDY:

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

OPTIONAL MODULES

May be selected from the following depending on student interest and needs:

- Children and Change
- Child Health and Safety
- Food and Nutrition
- Children's Literature
- Starting school
- Young Children with Special Needs
- Play and the Developing Child

Students who complete this course are eligible to apply for the **Red Cross Advanced Child Care Certificate**.

Opportunity will be given to students to interact with young children through visits to the local preschool and primary school. The purpose of this interaction is to observe children in different settings and to gain experience in understanding and relating to their individual needs. Students will also be required to take home for a weekend the 'Real Care Baby' (infant simulator) and care for it. The study of Exploring Early Childhood will support students in developing a commitment to and capacity for lifelong learning in this area. This may lead to further post-school study at University, TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

CAREER OPPORTUNITIES:

Early childhood teaching, primary school teaching, nursing, midwifery, parenting skills and welfare courses.

Geography

2 units for both the Preliminary and HSC year.	Faculty	HSIE	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	Nil	Exclusions	Nil

COURSE DESCRIPTION:

Geography is about the world around us. By that we mean the physical environment and climate and then how people have changed their environment to grow food and build cities.

Senior Geography studies at greater depth than Year 7 – 10 the physical processes which have and continue to shape the planet and the ecosystems which have evolved as a result. In contrast the course examines how human activity has changed the environment and led to the growth of mega cities.

In Geography, students have the opportunity to learn about:

- The effect that mass consumer culture is having on the world's landscapes and people.
- The causes/nature of political tensions and conflict around the world.
- Developing Countries.
- Ecosystems at risk such as coastal dunes, wetlands, coral reefs, arid areas, alpine areas, rainforests and temperate forests.
- World Cities and Mega Cities.

Fieldwork (10% of course)

Excursions to learn about the 'real' world is an essential part of Geography. At least two days each year must be spent learning in the field.

Senior Geography Project (SGP)

As part of the Preliminary Course, students select and research a geographical issue which they are interested in. Their investigation involves:

- Identifying an issue for investigation.
- Organising a plan for investigation.
- Gathering the relevant primary or secondary information.
- Reporting the findings through a variety of formats from a written report to an audio-visual display.

Continued on next page....

Geography (continued)

PRELIMINARY COURSE

Biophysical Interactions – 45% of course time

Global Challenges – 45% of course time

Senior Geography Project – 10% of course time

HSC COURSE

Ecosystems at risk – 33% of course time

Urban Places – 33% of course time

People and Economic Activity – 33% of course time.

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 must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

CAREER OPPORTUNITIES:

Students undertaking Geography will gain skills which are useful for careers in fields such as: Farm-hand, Travel Consultant, Journalist, Park Ranger, Forestry Worker, Hydrographer, Cartographer, Environmental Scientist, Tour guide, Survey draftsman, Meteorologist, Archaeologist.

Students interested in global issues have more scope in areas such as:

- Population geography, Political geography, Cultural integration

Also in Development geography and natural resource areas:

- Consultants, Government officials, Economists, Researchers, Liaison officers, Trade Officers, Planners, Demographers.

History - Ancient

2 units for both the Preliminary and HSC year.	Faculty	HSIE	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	Nil	Exclusions	Nil

COURSE DESCRIPTION:

Students of Ancient History learn about civilizations, events and people of the ancient world. This is done through research and investigation involving evidence and artifacts in order to recreate and understand the past.

Typically, students study how ancient societies were organised and governed. This involves learning about kings, laws, the military, trade, the economy, religion and beliefs. They will examine important events which led to changes over time. This includes wars and battles, assassinations, inventions of new technology and trade. Students also learn about the impact of individuals and how certain people have influenced the times in which they lived.

Students have found Ancient History to be a fascinating subject. There is great enjoyment in hearing the stories and mysteries of the past. They find satisfaction in recreating the past through research and analysis, drawing and mapping, debate and argument. Activities including museum tours, mummifying fruit, handling and reconstructing artifacts are popular.

Topics of Study may include:

- **Ancient Egypt** – the pyramids, gods and religion, military campaigns, Tutankhamun.
- **Ancient Greece** – the Spartan military machine, famous battles, Spartan Society, Democracy in Athens, The Persian Wars.
- **The Persian Empire** – expansion of the Empire, organisation of the Empire, the massive Persian army, role of various Kings including Darius and Xerxes.
- **Ancient Rome** – Emperors, the army, famous battles, organisation of the empire, the destruction of Pompeii.
- **Archaeology** – Methods, techniques, artifacts, archaeological excavations, the role of science, carbon dating, preserved human remains, the Iceman.
- Ancient History is a challenging subject which rewards hard work and higher order thinking.

COURSE STRUCTURE:

Preliminary Course

Part 1: Investigating Ancient History

a) The Nature of Ancient History:

The Investigation of Ancient Sites and Sources
The Treatment and Display of Human Remains

b) Case Studies:

Investigating the problems and issues of the ancient world

Areas of study may include: the Pyramids of Egypt; the Colosseum; Terracotta Warriors of Xian; Ice Man; bog bodies.

Part 2: Features of Ancient Societies

A source based study designed to develop an understanding of the nature of ancient societies including areas such as women, slavery, warfare, death and funerary customs.

Societies studied may include: Egypt, Rome, Greece, China

Ancient History continued on next page ...

History - Ancient (continued)

Part 3: Historical Investigation

Designed to develop skills in research, source analysis and communication. A study of an individual, event, ancient society or historical debate.

Areas of study may include:

- Tutankhamun's Tomb
- Persepolis
- The City of Rome
- Boudicca
- Caesar

HSC Course

Core Study: Cities of Vesuvius - Pompeii and Herculaneum – 25%

Students investigate the range and nature of archaeological and written sources available for the study of the cities of Pompeii and Herculaneum through an exploration of issues relating to reconstruction, ownership and custodianship of the past.

Ancient Societies – 25%

The investigation of key features of ONE ancient society through a range of archaeological and written sources and relevant historiographical issues.

Topics may include: Persia, Sparta, New Kingdom Egypt

Personalities and their Times – 25%

Students gain an understanding of the personality in the context of their time.

Topics may include Xerxes, Alexander the Great, Cleopatra

Historical Periods – 25%

Through an investigation of the archaeological and written sources of ONE historical period, students learn about significant developments and issues that shaped the historical period as well as relevant historiographical issues.

Topics may include: Fall of the Roman Republic, Greek World, Imperial China, Persia

The Ancient History course requires study from at least TWO of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome.

History - Modern

2 units for both the Preliminary and HSC year.	Faculty	HSIE	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	Nil	Exclusions	Nil

COURSE DESCRIPTION:

Modern History involves the study of major social and political events from the late 18th Century to the present, such as war and revolution. These events have shaped the modern world and continue to cause conflict today. Students are challenged and fascinated by significant issues such as civil rights, genocide and terrorism which have changed the course of history.

Modern History is especially relevant to the lives of students today. It is by studying the forces of change in the past that we understand the world we live in today. Students are able to study and understand conflicts as they develop, and have the opportunity to investigate a significant personality or event of their choice.

Modern History equips students with essential knowledge and skills to live and work in the modern world. Students develop the ability to research; critically question events and issues; interpret and analyse evidence. The written and oral communication skills which are developed in Modern History are valuable in any career choice.

COURSE STRUCTURE:

Preliminary Course

Part 1: Investigating Modern History

Part 1 introduces the subject and examines the role of people and events in changing history. There is also a focus on how sources are important in interpreting history. The topic is divided into two parts:

- The Nature of History
- Case Studies

Areas of study include: Trench warfare in World War I; Hiroshima; Pearl Harbour; The Berlin Wall; The American Civil War; The Last Tsar; Martin Luther King

Part 2: Historical Investigation

A significant theme, event or individual will be investigated. This may involve the study of film as a source of history. Topics of study include – The Holocaust; JFK; Civil Rights in the USA; the rise of communism in China; The Cuban Revolution

Part 3: The Shaping of the Modern World

Students investigate the forces and ideas that shaped the modern world.

Areas of study include: The French Revolution; The rise of the Industrial Age; World War I.

HSC Course

Part 1: Core Study: Power and Authority in the Modern World 1919 - 1946 - 25%

The collapse of democracy in Germany and the rise of Hitler and the Nazi Party is the central focus.

This topic also includes attempts to achieve peace and security after World War I and World II.

Part 2: National Studies – 25%

The key features, individuals, groups and events that shaped a selected country in the Twentieth Century. Possible topics include: Russia, China, USA, Iran.

Part 3: Peace and Conflict– 25%

A significant conflict and the attempts to achieve peace. Topics may include: Conflict in Europe, Conflict in the Pacific, Conflict in the Gulf 1980 - 2011.

Part 4: Change in the Modern World – 25%

Political and social change in the world since World War II and the role of individuals and groups. Topics may include: Pro-democracy Movement in Burma 1945 - 2010; The Cultural Revolution to Tiananmen Square 1966 - 1989; Apartheid in South Africa 1960 - 1994.

Industrial Technology - Timber Products Furniture

2 units for both the Preliminary and HSC year.	Faculty	TAS Industrial Arts	Work Placement	No Industry Study
	ATAR	Yes	Hours	240
	Fees	Year 11 - \$90 Year 12 - \$60 Plus cost of materials for major work		

(Students may only choose one (1) Industrial Technology subject however, may also choose Design and Technology).

COURSE DESCRIPTION:

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

The Focus Area studied at this school will be using timber; Timber Products and Furniture Industries. Students will make two timber projects in preliminary and one major timber project for the HSC.

MAIN TOPICS COVERED:

Preliminary Course

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

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

HSC Course

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

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

*** Major project equals 60% of HSC mark.**

PARTICULAR COURSE REQUIREMENTS:

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

Legal Studies

2 units for both the Preliminary and HSC year.	Faculty	HSIE	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	Nil	Exclusions	Nil

COURSE DESCRIPTION:

Legal Studies develops an understanding of what laws are and why society needs them in order to operate. Students examine different societies and see how their legal systems differ from ours.

In Year 11 students examine the legal system that Australia has inherited from Britain called the *Common Law* and learn about our court system. This includes a study of the parliament and democratic system of government. Students also learn about rights and responsibilities and how to resolve disputes. At least two current media issues will be examined in the context of the law.

In Year 12 students conduct an in depth examination of **Crime** and the criminal justice system including the roles of the police, courts and the prison system. Students will visit the courts and follow the development of a trial that is making headlines at the time.

The HSC course includes a study of **Human Rights** and the role of the United Nations in promoting and protecting the rights of people across the world. Australia plays an important role in places such as Afghanistan and in other peace keeping missions.

The **Consumer Law** topic looks at the development of consumer rights from the time when people had to watch out for themselves, through the mass production methods of the last century, and to the hi-tech problems consumers experience today. In this topic, you will learn how to protect your rights as a consumer.

We are all members of families and the **Family Law** topic investigates marriage, the rights of children, inheritance matters and divorce. The topic also looks at the different types of relationships and how the law deals with them. Students learn about the process of making a will and who is likely to gain custody of children after a divorce.

By examining real case studies and visiting the law courts to observe live cases, students will develop an understanding of how the law operates.

COURSE CONTENTS

Preliminary Course

- The Legal System 40%
- The Individual and the Law 30%
- The Law in Practice 30%

HSC Course

- Crime 30%
- Human Rights 20%
- Consumer Law 25%
- Family Law 25%

Themes incorporated across topics: Justice, law and society, culture, values and ethics, conflict and co-operation, continuity and change, legal processes and institutions, effectiveness of the law.

CAREER OPPORTUNITIES:

This course introduces legal issues for everyone. However, for those thinking of a career in law or policing this would be a good subject to do in Year 11 and 12.

Mathematics Advanced

2 units for both the Preliminary and HSC year.	Faculty	Maths	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	Nil	Exclusions	Nil

PREREQUISITES:

The course is constructed on the assumption that students have studied the pathway to **5.3 or 5.2 in Year 10, and achieved a grade of B7 or higher**. Only one class is available in this course next year and students *may need to be interviewed by the Head Teacher for academic eligibility into the course*.

COURSE DESCRIPTION:

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

MAIN TOPICS COVERED:

Preliminary Course

- MA-F1 Working with Functions
- MA-T1 Trigonometry and Measure of Angles
- MA-T2 Trigonometric Functions and Identities
- MA-C1 Introduction to Differentiation
- MA-E1 Logarithms and Exponentials
- MA-S1 Probability and Discrete Probability Distributions

HSC Course

- MA-F2 Graphing Techniques
- MA-T3 Trigonometric Functions and Graphs
- MA-C2 Differential Calculus
- MA-C3 The Second Derivative
- MA-C4 Integral Calculus
- MA-M1 Modelling Financial Situations
- MA-S2 Descriptive Statistics and Bivariate Data Analysis
- MA-S3 Random Variables

External Assessment:

The Mathematics Advanced examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

Examination specifications for Mathematics Advanced will be available in Term 4, 2017 for consultation.

Internal Assessment:

The **Year 11** formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20–30%.

The **Year 12** formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be an assignment or investigation-style with a weighting of 15–30%.

Mathematics Extension 1

1 Unit in each of Preliminary and HSC	Faculty	Mathematics	Work Placement	No
	ATAR	Yes	Hours	120
	Fees	Nil	Exclusions	Standard

PREREQUISITES:

Students must be also studying Advanced Mathematics (not Standard Mathematics) The outcomes and content in the Mathematics Extension 1 Stage 6 course are written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands of Polynomials, Logarithms, Functions and Other Graphs and Circle Geometry.

COURSE DESCRIPTION:

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

COURSE CONTENT:

Preliminary Course

- ME-F1 Further Work with Functions
- ME-F2 Polynomials
- ME-T1 Inverse Trigonometric Functions
- ME-T2 Further Trigonometric Identities
- ME-C1 Rates of Change
- ME-A1 Working with Combinatorics

HSC Course

- ME-P1 Proof by Mathematical Induction
- ME-V1 Introduction to Vectors
- ME-T3 Trigonometric Equations
- ME-C2 Further Calculus Skills
- ME-C3 Applications of Calculus
- ME-S1 The Binomial Distribution

External Assessment:

The Mathematics Extension 1 examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

Examination specifications for Mathematics Extension 1 will be available in Term 4, 2017 for consultation.

Internal Assessment:

- The **Year 11** formal school-based assessment:
- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20–30%.
- The **Year 12** formal school-based assessment:
- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be an assignment or investigation-style with a weighting of 15–30%.

Mathematics Standard

Preliminary – 2 Units HSC – 2 Units <i>Standard 1</i> and <i>Standard 2</i> are both Board Developed Courses	Faculty	Maths	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	Nil	Exclusions	Extension

PREREQUISITES:

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 sub-strands of Stage 5.1 and with the following sub-strands 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. Schools have the opportunity to review other areas of Stage 5 content as appropriate to meet the needs of students.

COURSE DESCRIPTION:

The **Mathematics Standard** courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

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

MAIN TOPICS COVERED:

Preliminary Course	HSC Course	
Algebra Measurement Financial Mathematics Statistical Analysis	Standard 1 Algebra Measurement Financial Mathematics Statistical Analysis Networks	Standard 2 (more in depth than Standard 1) Algebra Measurement Financial Mathematics Statistical Analysis Networks

Internal Assessment:	External Assessment: (Standard 2)
Year 11 <ul style="list-style-type: none"> three assessment tasks the minimum weighting for an individual task is 20% the maximum weighting for an individual task is 40% one task must be an assignment or investigation-style with a weighting of 20–30%. Year 12 <ul style="list-style-type: none"> a maximum of four assessment tasks the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40% only one task may be a formal written examination with a maximum weighting of 30% one task must be an assignment or investigation-style with a weighting of 15–30%. 	<ul style="list-style-type: none"> The examination will consist of a written paper worth 100 marks. The time allowed is 2 h 30 min plus 5 min reading A reference sheet will be provided. The paper will consist of two sections. Section I (15 marks) Objective-response Section II (85 marks) Questions may contain parts with 35 to 40 items. <p>Note: Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination.</p>

Music				
2 units for both the Preliminary and HSC year.	Faculty	Music	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	\$10	Exclusions	Nil
COURSE DESCRIPTION: In the Preliminary and HSC Courses, students will study the concepts of music through the learning experiences of: <ul style="list-style-type: none">• Performance - practical music making• Composition - the organisation of sound and creation of their own music• Musicology - the study of musical styles from a number of perspectives. These include historical, social, and cultural.• Aural - the ability to listen to music and make decisions and judgements about its use in a wide range of musical styles.				
There are 21 topics available for study; some of these include: <ul style="list-style-type: none">• An instrument and its repertoire• Australian Music• JAZZ• Music for Radio, Film, Television and Multi-media• Music of a Culture• Popular Music• Theatre Music• Rock Music• Technology and its influence on music		Preliminary Course Students will study THREE topics from the list. One topic will be studied as a class and two topics will be of the student's choice. HSC Course Students will study THREE topics from the list of their own choice. The topics must be either THREE topics which are different from those studied in the Preliminary course OR TWO topics which are different and ONE which is the same and shows greater depth of understanding.		
COURSE REQUIREMENTS: HSC Course - In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, musicology and composition, These electives must represent each of the three topics studied in the course.				
Assessment: HSC course only				
External Assessment	Weighting	Internal Assessment	Weighting	
Core performance (one Piece)	20	Core performance	10	
Aural exam (1 Hour)	30	Core composition	10	
Three electives from any combination of:	20	Core musicology	10	
Performance (one piece)	20	Core aural	25	
Composition (one submitted work)	20	Elective 1	15	
Musicology (one viva voce)		Elective 2	15	
		Elective 3	15	
Total	110		100	
CAREER OPPORTUNITIES: This course will serve as a pathway toward further training and / or employment in the music industry or in contemporary music fields.				

Personal Development, Health, Physical Education

2 units for both the Preliminary and HSC year.	Faculty	PDHPE	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	Nil	Exclusions	Nil

COURSE DESCRIPTION:

This course involves students learning about and practising ways of maintaining active healthy lifestyles and improving their health status. It can be beneficial as a general learning experience or more specifically as a valuable introduction to many careers or professions related to health and physical activity.

Students will be involved in learning about the health issues affecting young people and the current national health priorities. They will examine the actions that can be taken to address these areas in order to achieve and maintain better health. A detailed investigation will be undertaken of how the body moves and factors that impact on people's ability to successfully participate in physical activity. Practical learning experiences will be used to support and enhance student learning about why the body moves in particular ways and how to improve performance.

The **Preliminary course** consists of 2 core areas of study. These cores focus on the concept of health, the range of factors and behaviours that influence health and the body in motion. Two options are also required to be studied.

The **HSC course** consists of 2 core areas of study that build on the Preliminary course. These cores focus on the health status of all Australians and factors that affect performance. 2 options must once again be studied.

COURSE CONTENT Preliminary course	COURSE CONTENT HSC course
<p>Core 1</p> <ul style="list-style-type: none"> Better Health for Individuals 30% <p>Core 2</p> <ul style="list-style-type: none"> The Body in Motion 30% <p>PLUS</p> <p>Two of the following options 20% each</p> <ul style="list-style-type: none"> First Aid Outdoor recreation Fitness Choices Composition and performance 	<p>Core 1</p> <ul style="list-style-type: none"> Health Priorities in Australia 30% <p>Core 2</p> <ul style="list-style-type: none"> Factors Affecting Performance 30% <p>PLUS</p> <p>Two of the following options 20% each</p> <ul style="list-style-type: none"> Sports Medicine Improving Performance The Health of Young People Sport and Physical Activity in Australian Society Equity and Health

CAREER OPPORTUNITIES:

Sports Science, PDHPE teaching, Nursing, Coaching, Fitness Instructing, Exercise Physiology, Physiotherapy, Health Promotion, Recreation Officer, Personal Trainer

Physics

2 units for both the Preliminary and HSC year.

Faculty

Science

Work Placement

No

ATAR

Yes

Hours

240

Fees

Nil

Exclusions

Nil

COURSE DESCRIPTION:

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws. Models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.

Year 11 has 4 modules

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

HSC has 4 modules

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

COURSE REQUIREMENTS:

Both Year 11 and Year 12 follow the same assessment pattern of just 3 tasks.

A Yearly Exam worth 30%

A practical task adds another 30% and a Depth Study the remaining 40%

CAREER OPPORTUNITIES:

Civil Engineer, Aeronautical Engineer, Pilot, Radiographer, Sound Engineer, Astronomer, Mechanical Engineer, Electrician, Electrical Engineer, Physiotherapist, Optometrist, Architect, Draftsman, Building.

Society And Culture

2 units for both the Preliminary and HSC year.	Faculty	HSIE	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	Nil	Exclusions	Nil

COURSE DESCRIPTION:

Society and Culture is the study of human behaviour. Students develop an understanding about how we operate as individuals or in groups, both in Australia and in other cultures. We look at the advent of globalisation and the impact it has had on traditional society over time.

Students will gain an understanding of how and why we behave in certain ways. They learn about their own cultural identity, other cultures and how to improve communication between cultures. The Society and Culture course is based on concepts. Learning to use the concepts will enable you to examine and analyse the different aspects of our lives.

Students will study the impact of the media, corporations and new technologies in shaping our thoughts for the future. At the completion of this course students will develop a clearer perception into their own identity, why they are prone to certain behaviours and what the broader community expects of them as mature citizens.

Some of the issues that are discussed in the course include:

- Peer Group pressure
- Stereotypes
- Popular Culture
- Adolescence
- Westernisation
- Personal and social identity
- Teen film
- Discrimination / equality
- Belief Systems
- Globalisation

Students will also complete a **Personal Interest Project (PIP)** on a topic they are passionate about which can prepare them for future study. Here, students can research a variety of topics of personal interest. Some past examples include; 'Body Image and Identity', 'Racism in Sport' and 'The Impact of violence in Society'. The **PIP** is externally marked by HSC markers and is excellent preparation for students intending to go onto further study. This project will make up **40% of the HSC** exam mark and reduce the HSC exam time to just two hours.

Continued on next page

Society And Culture (continued)

COURSE CONTENT:

Preliminary Course (120 indicative hours)

The Social and Cultural World	(20% of course time)
Personal and Social identity	(40% of course time)
Intercultural Communication	(40% of course time)

HSC Course (120 indicative hours)

Core

- Personal Interest Project (PIP) - Externally marked and worth 40% of your HSC mark (30% of course time)
- Social and Cultural Continuity and Change (30% of course time)

Depth Studies (40% of course time)

TWO to be chosen from the following:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Nonconformity

CAREER OPPORTUNITIES:

Society and Culture prepares students for a variety of future prospects.

If preparation for work, Society and Culture teaches students how to communicate and function in social settings, how to develop relationships and how to understand the workings of society.

For those planning to move on to tertiary study, Society and Culture prepares students for such degrees as:

- | | | |
|----------------|-------------------|-------------------------|
| - Law | - Welfare | - Government / Politics |
| - Education | - Early Childhood | - Human Geography |
| - Psychology | - Counselling | - Sociology |
| - Anthropology | - Social Science | - Humanities |
| - Art | - Socio-Economics | |

Sport, Lifestyle and Recreation (NON ATAR)

2 units for both the Preliminary and HSC year.	Faculty	PDHPE	Work Placement	No
	ATAR	No	Hours	240
	Fees	Nil	Exclusions	Nil

COURSE DESCRIPTION:

This course caters for a wide range of students who have an interest in physical activity and various areas of health. Students will develop their knowledge and understanding of the value of being active, participate in planning to support their ongoing involvement in physical activity and further enhance their movement skills in various sporting and recreational activities.

The Sport, Lifestyle and Recreation course has a high practical focus. Students will participate in modules of work that focus on sport and physical activity. They will also participate in learning activities that require them to apply theoretical concepts to practical situations.

This course can assist students to develop:

- high levels of performance skills in particular sports or physical activities
- the capacity to take on administrative roles in community sport and recreation
- the skills needed to be a coach, trainer, first aid officer, referee or fitness leader
- the skills needed to think critically about physical activity and sporting issues

COURSE CONTENT

The Sport, Lifestyle and Recreation course comprises 15 optional modules of study. Students will study selected modules throughout the course. The modules include:

- | | |
|---------------------------------|--|
| • Aquatics | • Individual games and sports applications |
| • Athletics | • Outdoor recreation |
| • Dance | • Resistance training |
| • Fitness | • Social perspectives of games and sport |
| • Games and sports applications | • Sports administration |
| • Gymnastics | • Sports coaching and training |

Healthy lifestyles

CAREER OPPORTUNITIES:

Personal trainer, PDHPE teacher, Recreation officer, Coach, Fitness instructor, Sports administrator

Visual Arts

2 units for both the Preliminary and HSC year.	Faculty	Art	Work Placement	No
	ATAR	Yes	Hours	240
	Fees	\$60 Year 11 \$80 Year 12	Exclusions	Nil

COURSE DESCRIPTION:

The Visual Arts course is designed for students who have always enjoyed making artworks.

COURSE CONTENT:

Art Making (50%)

In Year 11, students continue to develop their skills in drawing, painting, and ceramics. These projects involve the use of computer generated imagery, direct observation and a wide range of techniques and materials.

In Year 12, the student creates a **Body of Work** in their choice of media and subject matter.

Excursions:

Students visit the Art Gallery of NSW and the Museum of Contemporary Art to discover the range of artworks created in the past and present. **Art Express**, an exhibition of the previous year's HSC highest scoring Bodies of Work is viewed to assist with the development of each Year 12 student's **Body of Work** for the HSC.

Art History and Art Criticism (50%)

The study of art supports the students' art making processes taking place in the classroom. Artists and their artworks are investigated to learn how to approach art making ideas and techniques. This aims to strengthen the student's practice and results in stronger artworks. We learn how to write about artworks-**who** made it, **why** did they do it, **where** and **when** did it come from and **how** was it created.

The Visual Arts Process Diary maintains a documentation of the artmaking process including every aspect of choice and decision making, source of images, artists' influences, experimentation with media and final resolution. The VAPD is an ongoing assessment task.

Preliminary Course

The program looks at these topics for studying and art making:

***The human figure as a Form of Expression**

* **Post Modern Sculpture, and Identity.**

HSC Course

Students investigate at least 5 case studies on issues of gender, humanity, feminism, and Post Modern trends focusing on the natural environment and the use of technology and new materials.

Students complete a **research assignment** to support studying artworks class work. The art making component involves the development and completion of a **Body of Work** in one of the following forms: painting, drawing, ceramics, sculpture, or collection of works.

CAREER OPPORTUNITIES:

Visual Arts Education, Graphic Design, Artist, Fashion Designer, Digital Photographer, Magazine Editor, Marketing, Gallery Curator, Journalism, Art Critic, Art Historian, Interior Design, Communications, Architecture, Advertising

Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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



Course: **Construction**
Board Developed Course

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

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

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

Mandatory Units of Competency

CPCCCM1012A Work effectively and sustainably in the construction industry
CPCCCM1013A Plan and organise work
CPCCCM1014A Conduct workplace communication
CPCCCM1015A Carry out measurements and calculations
CPCCCM2001A Read and interpret plans and specifications
CPCCCM2005B Use construction tools and equipment
CPCCWHS1001 Prepare to work safely in the construction industry
CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Electives **6 out of the following**

CPCCBL2001A Handle and prepare bricklaying and blocklaying materials AND
CPCCBL2002A Use bricklaying and blocklaying tools and equipment

CPCCCA2011A Handle carpentry materials
CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground
CPCCCO2013A Carry out concreting to simple form

Additional units required to attain a HSC credential in this course

CPCCCM2006B Apply basic levelling procedures
CPCCWHS1001 Prepare to work safely in the construction industry.
The construction induction certificate (CIC or white card) will be issued by SafeWork NSW upon provision of evidence from an RTO that this competence has been achieved. This will allow student access to construction sites across Australia for work purposes.

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

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

Recommended Entry Requirements

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

Examples of occupations in the construction industry:

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

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: \$100, includes consumables and uniform fees.

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>

For more information on possible outcomes please visit NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>
2022 Course Descriptions for Public Schools NSW Ultimo 90072 April 2022



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

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

Course: **Hospitality - Kitchen Operations**

2 or 4 Preliminary and/or HSC units in total

Board Developed Course

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: \$220, including consumables and uniform fees.

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

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

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



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2022 HOSPITALITY FOOD and BEVERAGE 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 - Food and Beverage**

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.

SIT20316 Certificate II in Hospitality
Based on SIT Tourism, Travel and Hospitality training package
(Release 1.2)

Units of Competency

Core

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

Electives

SITXCOM001	Source and present information
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITXFSA002	Participate in safe food handling practices
BSBSUS201	Participate in environmentally sustainable work practices
SITHFAB004	Prepare and serve non-alcoholic beverages
SITXFSA001	Use hygienic practices for food safety
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches

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

Examples of occupations in the hospitality industry:

- Café attendant
- Barista
- Kitchen hand

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: \$200, including consumables and uniform fees.

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>

<p>Public Schools NSW, Ultimo Registered Training Organisation 90072</p> <p>VOCATIONAL EDUCATION and TRAINING</p> <p>2022 INFORMATION and DIGITAL TECHNOLOGY COURSE DESCRIPTION</p> <p>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.</p>	
<p>Course: Information and Digital Technology</p> <p>Board Developed Course</p>	<p>2 or 4 Preliminary and/or HSC units in total</p> <p>Category B for Australian Tertiary Admission Rank (ATAR)</p>
<p>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.</p>	
<p>Statement of Attainment in partial completion of ICT30120 Certificate III in Information Technology</p> <p>Based on ICT - Information and Communications Technology (ICT) Version 7.2</p> <p>Units of Competency</p> <p>Core</p> <p>BSBCRT301 Develop and extend critical and creative thinking skills</p> <p>BSBXCS303 Securely manage personally identifiable information and workplace information</p> <p>BSBXTW301 Work in a team</p> <p>ICTICT313 Identify IP, ethics and privacy policies in ICT environments</p> <p>ICTPRG302 Apply introductory programming techniques</p> <p>ICTSAS305 Provide ICT advice to clients</p>	<p>Elective</p> <p><i>Elective units will be selected to create a course with 240 HSC indicative hours subject to NESA approval</i></p>
<p>Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.</p>	
<p>Information & Digital Technology Specialisation Course 120 hours over 1 year - 2 HSC units (TBC)</p> <p>To receive the full qualification ICT30120 Certificate III in Information, Digital Media and Technology, students must be deemed competent in all units from the Preliminary and HSC course listed above to satisfy qualification packaging rules and the units in the specialisation course chosen subject to NESA approval.</p>	
<p>Recommended Entry Requirements</p> <p>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.</p>	
<p>Pathways to Industry</p> <p>Working in the information technology industry involves:</p> <ul style="list-style-type: none"> designing web pages supporting computer users networking computers communicating with clients finding solutions to software problems 	
<p>Examples of occupations in the Information Technology industry</p> <ul style="list-style-type: none"> Service technician help desk office Multimedia developer On-line service support officer Technical support officer Web designer 	
<p>Mandatory Course Requirements</p> <p>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.</p> <p>External Assessment (optional HSC examination for ATAR purposes)</p> <p>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.</p>	
<p>Competency-Based Assessment</p> <p>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.</p> <p>Appeals and Complaints</p> <p>Students may lodge an appeal or a complaint about an assessment decision or other decisions through the VET teacher.</p>	
<p>Course Costs: Nil</p>	
<p>A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/</p>	
<p>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</p>	
<p>For more information on possible outcomes please visit NESA: https://educationstandards.nsw.edu.au/wps/portal/nesa/home</p> <p>2022 Course Descriptions for Public Schools NSW Ultimo 90072 April 2022</p>	

SUBJECT SELECTION INSTRUCTIONS

Subject Selection will take place online. Follow the instructions in Mr. Ponton's presentation and submit your subject selections by **Friday, 13.08.21**.

Mr. Ponton will email you instructions and appropriate links to satisfy the subject selection process.

Students and parents can access more information regarding subjects in parent teacher interviews or by clicking on subject links on the school website under school years and Futures Night.

[Year 10 into 11 - Holsworthy High School \(nsw.gov.au\)](#)