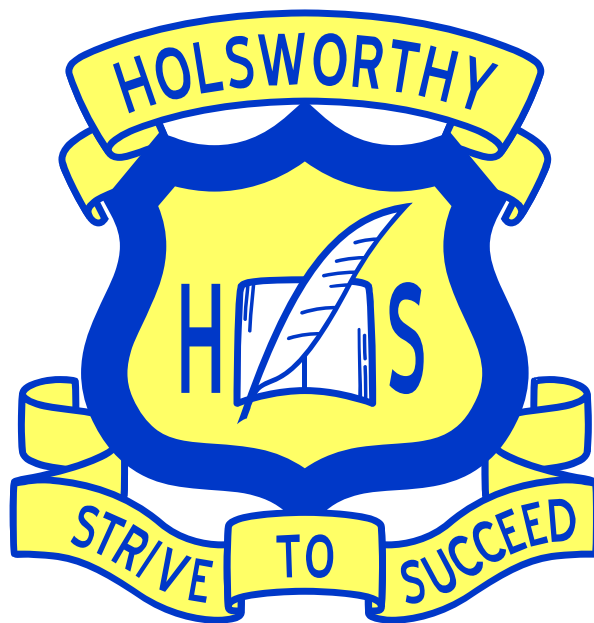


# HOLSWORTHY HIGH SCHOOL



## STAGE 6 PROSPECTUS

PRELIMINARY COURSES 2024

HIGHER SCHOOL CERTIFICATE COURSES 2025

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## SUBJECT OFFERINGS

SUBJECT	FEE	SUBJECT	FEE
Biology **	Nil	Music	Nil
Business Studies	Nil	PD/H/PE **	Nil
Chemistry **	Nil	Physics **	Nil
Community & Family Studies	Nil	Society and Culture	Nil
Drama	Nil	Visual Arts ** <i>* Plus cost of materials for major work.</i>	\$40 (Year 11) \$40 (Year 12)
Engineering Studies	Nil	Work Studies	Nil
English - Advanced	Nil		
English - Extension	Nil	<b>NON ATAR SUBJECTS</b>	
English - Standard	Nil	Digital Imaging	Nil
English - Studies	Nil	Exploring Early Childhood	Nil
Geography	Nil	Sport, Lifestyle & Recreation **	Nil
History - Ancient	Nil		
History - Modern	Nil	<b>VET SUBJECTS</b>	
Industrial Technology - Timber Products Furniture ** <i>* Plus cost of materials for major work.</i>	Year 11- \$60 Year 12- Nil	Construction **	\$50 (Year 11) \$50 (Year 12)
Legal Studies	Nil	Hospitality - Cookery **	\$160 (Year11) \$160 (Year12) plus uniform \$60
Mathematics - Advanced	Nil	Hospitality - Food and Beverage**	\$150 (Year11) \$150 (Year12) plus uniform \$50
Mathematics - Extension	Nil	Information & Digital Technology	Nil
Mathematics - Standard 1	Nil	Skills for Work	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 ADVISERS

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. O'Neill** or **Mr. Grew**. For queries about the online subject selections see **Mr. McDonald**.

**Ms Bell and Mr McDonald**  
**Year Advisers**

## INFORMATION ABOUT THE HSC 2024-2025

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.

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.

Ms. Harvey 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 2025 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 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 NESAs 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](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 – Ms. Bell and Mr. McDonald

NESA Information – Ms. Monaghan

Careers Adviser – Ms. O'Neill

VET Coordinator — Ms. Harvey

Deputy Principals — Ms. Davis and Mr. Grew

ATAR Eligibility and UAC Matters — Mr. Grew and Ms. Harvey



## WHY SUBJECT CHOICE IS IMPORTANT.

### OPTION 1

#### IF YOU WISH TO UNDERTAKE TERTIARY STUDY AND FOLLOW AN ATAR PATHWAY

- 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, 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.

#### What research will you need to do?

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. O'Neill) - <https://www.uac.edu.au>

Tertiary Institution website – [www.jobjump.com.au](http://www.jobjump.com.au) (Select menu, Uni and under that heading Institutions)

- TAFE website - <https://www.tafensw.edu.au/>
- 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

<b>You want an ATAR</b> University or TAFE Diploma	English - 2 Units) Advanced, Standard or Studies course <b>PLUS</b> 4 Board Developed Courses which may include a VET Course (8 Units) <b>PLUS</b> Another course (2 Units) <b>TOTAL: 12 Units</b>
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## OPTION 2

### IF YOU WISH TO FOLLOW A NON-ATAR PATHWAY

- This means that you do not wish to apply for university at the end of Year 12
- You will receive your HSC at the end of Year 12
- There is more flexibility with the subjects you can select

<b>You don't want an ATAR</b> TAFE or workforce	English - 2 Units) Advanced, Standard or Studies course <b>PLUS</b> 2 Board Developed Courses (4 Units) <b>PLUS</b> Another 3 courses (6 Units) <b>TOTAL: 12 Units</b>
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## OPTION 3

### IF YOU WISH TO ENTER THE WORKFORCE AFTER LEAVING 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" and use the Holsworthy High School Careers Website - [www.holsworthyhighcareers.com](http://www.holsworthyhighcareers.com)
- Research labour market information and look at Career Targets (Bullseye) to explore Pathway opportunities to see what types of jobs may be of interest. You can find this on the home page of school website
- Talk to employers or employer organisations and participate in Work Experience
- Discuss subject content and how hard the course is with subject teachers
- Talk to your Careers Adviser, Year Adviser and parents

<b>This could include</b>	<ul style="list-style-type: none"><li>• Fulltime work</li><li>• An apprenticeship</li><li>• A traineeship</li><li>• Studying at TAFE</li><li>• A combination of the above</li></ul>
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**Please note: You must provide proof in order to sign out of school.**

# BIOLOGY

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

## **Course Content:**

Year 11 Biology course offers students a foundational understanding of key biological concepts. The course covers various topics, including cell structure and function, classification of living organisms, biodiversity, evolution, and the interdependence of organisms in ecosystems. Students engage in practical activities, including laboratory experiments and fieldwork, to develop their scientific skills such as observation, data collection, and analysis. The course emphasises the fundamental principles that govern life on Earth, exploring the structures, functions, and interactions of cells and organisms. Students will gain knowledge about the diversity of life forms and the processes that sustain them.

The Year 12 course covers a diverse range of topics, including cell structure and function, genetics and inheritance, evolution and variation, biodiversity, and the study of disease. Students engage in practical experiments and investigations to develop their scientific inquiry skills, data analysis, and critical thinking abilities. The course explores the interconnectedness of living organisms and their environment, as well as the ethical implications and applications of advancements in biotechnology and human health and disease.

### **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. Depth studies is a type of investigation / activity that students complete individually or collaboratively to allow further development and focus on biological concepts. Depth studies provide opportunities for students to direct and pursue their interest in Biology and take responsibility of their learning. Both Years 11 and 12 must include and complete a depth study on any, 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:**

The Biology course provides foundation knowledge and skills to study Biology after completing school and provides prior knowledge and support for a range of career opportunities in Biology and related interdisciplinary industries such as: Medical Science, National Parks Ranger, Food Technologist, Dietician, Nurse, Marine Biologist, Ambulance, Speech Pathologist, Physiotherapist, Optometrist, Laboratory Technician, Medicine, Dentistry.

# BUSINESS STUDIES

2 units for both the Preliminary and HSC year.	<b>Faculty</b>	HSIE	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	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](http://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 visit a range of business environments such as Luna Park and Sydney Tower Restaurant to gain an understanding of the functions and types of business enterprises. This provides 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.	<b>Faculty</b>	Science	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	Nil

## COURSE DESCRIPTION:

The Year 11 Chemistry course is designed to provide students with a comprehensive understanding of the fundamental principles and concepts of chemistry. The course covers a wide range of topics, including atomic structure, chemical bonding, stoichiometry, gas laws, acids and bases, organic chemistry, and chemical reactions. Students engage in practical laboratory experiments to develop their skills in scientific inquiry, observation, and data analysis. Through theoretical learning and practical application, students gain knowledge about the behaviour and interactions of matter, as well as the role of chemistry in everyday life and various industries.

Year 12 Chemistry course builds upon the foundational knowledge acquired in Year 11, delving deeper into advanced concepts and applications of chemistry. The course covers a wide range of topics, including equilibrium systems, organic and inorganic compounds, electrochemistry, chemical analysis, and industrial chemistry. Students engage in laboratory work to enhance their practical skills, experimental design, and data analysis abilities. They also explore the interconnections between chemistry and other scientific disciplines, as well as its relevance to environmental, societal, and technological contexts.

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

**Depth Studies:** Depth studies is a type of investigation / activity that students complete individually or collaboratively to allow further development and focus on chemical concepts. They provide opportunities for students to direct and pursue their interests and take responsibility for their learning. Both Years 11 and 12 must include and complete a depth study on any, 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:

The Chemistry course provides foundation knowledge and skills to study Chemistry after completing school and provides prior knowledge and support for a range of career opportunities in Chemistry and related interdisciplinary industries such as: 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.	<b>Faculty</b>	PDHPE	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	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.

The knowledge and skills developed in this course can be applied across a range of career pathways including:

- Education and Training
- Health care and social assistance
- Public administration and safety

# DRAMA

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

## **COURSE DESCRIPTION:**

Here are some comments from previous Drama students when asked the question:

### **What do you think about senior Drama?**

“Fun ... but very hard work”. “It’s given me great self confidence”.

“Drama has allowed me to express myself through acting”. “Challenging but enjoyable”.

“It has given me skills that I will use for years” .“Certainly my favourite subject”.

“Drama has taught me to feel comfortable in front of audiences”.

“The theory side of things helps you to understand the practical”.

### **So what does Drama in the senior school involve?**

Drama is an art form that explores the world through enactment. It is designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through performing and critically studying drama and theatre.

Drama involves the study of plays, performances and scripts. It consists of practical and theory work including improvisation, play building, mime and elements of production. Creative pieces include solo and group performances along with appreciation of live theatre. Students write scripts and develop self confidence and self expression.

The study of Drama develops students physically, emotionally, intellectually, socially, creatively and expressively as well as developing one's self confidence and self esteem. Students have opportunities to showcase student work at Formal School Assemblies and CAPA night.

Students devise their own performances, work on plays scripts, participate in creative pieces, study the history of theatre and the tradition of performance across various cultures and centuries. Eventually, students devise and participate in a major individual and group project. These projects are marked by external examiners for the HSC. Drama contains written work but with movement as well.

## **COURSE CONTENT:**

### **Preliminary Course**

Improvisation, Play-building, Acting  
Elements of Production in Performance  
Theatrical Traditions and Performance Styles

### **HSC Course:**

Australian Drama and Theatre (Core content)  
Studies in Drama and Theatre  
Group Performance (Core content)  
Individual Project

## **CAREER OPPORTUNITIES:**

Drama allows you to develop the self confidence and self expression needed for all careers. It can also lead you into specialised careers such as; Actor, Animator, Announcer, Camera Operator, Film and Television Editor, Film and Television Lighting Operator, Film, Stage and Television Director, Make-up artist, Set Designer, Sound Technician, Stage manager, Teacher.

# ENGINEERING STUDIES

	Faculty	Technology and Applied Studies (TAS)		
	ATAR	Yes	Hours	240
	Fees	Nil	Exclusions	

## Course Description:

This course provides students with the opportunity to study engineering by investigating a range of applications and fields of engineering. Students learn about historical and societal influences, the scope of the profession and develop skills in technical communication. Students apply knowledge of engineering mechanics, hydraulics, electricity, electronics, and engineering materials to solve engineering problems.

### Year 11

Students undertake the study of 4 compulsory modules:

THREE application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:

- Engineering Fundamentals
- Engineered Products and
- Braking Systems

ONE focus module relating to the field of Biomedical Engineering.

### Year 12

Students undertake the study of 4 compulsory modules:

TWO application modules relating to the fields of:

- Civil Structures and
- Personal and Public Transport

TWO focus modules relating to the fields of:

- Aeronautical Engineering and
- Telecommunications Engineering.

### Preliminary course

Students are required to produce a component of an engineering report in Engineering application module 3, Braking Systems, and then a complete engineering report in Engineering focus module 4, Biomedical Engineering.

### HSC Course

Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

**One** engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

### Career opportunities

Engineer, Mechanical Engineer, Civil Engineer, Electrical Engineer, Medical Laboratory Scientist, Project Management, Construction, Consultant, Management, Computer Hardware Engineer, Mechatronics



# ENGLISH ADVANCED

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

<b>PRELIMINARY ENGLISH (ADVANCED)</b>	<b>HSC ENGLISH (ADVANCED)</b>
<p><b>Across Stage 6</b> the selection of texts <b>must</b> give students experience of the following:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> <li>• 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.</li> <li>• 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.</li> <li>• texts with a wide range of cultural, social and gender perspectives, integrated modes of reading, writing, listening, speaking, viewing and representing.</li> </ul>	<p>Shakespearean drama, prose fiction, poetry OR drama. The remaining text may be film, media or nonfiction text <b>or</b> 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	<b>Faculty</b>	English	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	60
	<b>Fees</b>	Nil	<b>Exclusions</b>	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.	<b>Faculty</b>	English	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	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.	<b>Faculty</b>	English	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	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.	<b>Faculty</b>	TAS	<b>Work Placement</b>	No
	<b>ATAR</b>	No	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	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:

- Learning Experiences for Young Children
- Play and the Developing Child
- Starting school
- Gender and Young Children
- Children and Change
- Children of Aboriginal and Torres Strait Islander Communities
- Historical and Cultural Contexts of Childhood
- The Children's Services Industry
- Young Children and Media
- Young Children and the Law
- Children's Literature
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs

The opportunity will be given to students to interact with young children through visits to the local pre-school 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. Exploring Early Childhood can lead to post-school study at University, TAFE or Vocation Training in early childhood services.

### **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.	<b>Faculty</b>	HSIE	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	Nil

## **COURSE DESCRIPTION:**

Geography is the study of places, people and environments, and their interrelationships, and integrates knowledge from the natural sciences, social sciences and humanities. It develops students' sense of curiosity about the places, environments and cultures that make up our world, enabling them to be more attuned to its diversity and complexity. Geography promotes understanding of the role of natural systems and human activity in shaping the world and how they may vary from place to place.

In Geography, students have the opportunity to learn about:

- The uniqueness and diversity of the Earth's natural systems
- The diversity and extent of human activity on the Earth's surface on a global scale
- Change to the Earth's natural systems over time
- Sustainability in the contemporary world
- Rural and urban settlements including settlement patterns and challenges faced
- The nature and complexity of ecosystem functioning and global biodiversity

## **Fieldwork**

10% of the course is dedicated to fieldwork. Students spend at least two days each year conducting fieldwork to give them an opportunity to learn about the "real" world.

## **Geographical Inquiry (20 hours)**

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

- Identifying an area for geographical inquiry
- Developing geographical questions and formulating a plan
- Collecting, recording and [processing relevant primary data
- Organising and processing relevant secondary information
- Presenting and communicating findings

Continued on next page....

# GEOGRAPHY (CONTINUED)

## Preliminary Course

Earth's natural systems - 33% of course time  
People, patterns and processes - 33% of course time  
Human–environment interactions - 16% of course time  
Geographical Investigation - 16% of course time

## HSC Course

Global sustainability - 25% of course time  
Rural and urban places - 37% of course time  
Ecosystems and global biodiversity - 37% of course time

**Key concepts incorporated across all topics:** place, space, environment, interconnection, scale, sustainability and change.

## PARTICULAR COURSE REQUIREMENTS:

Students complete a Geographical inquiry in the Preliminary Course and must undertake 12 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: Environmental Scientist, Survey draftsperson, Meteorologist, Archaeologist, Hydrographer, Tour guide, Forestry work, Cartographer, Journalist, Park Ranger, Travel consultant, Farm hand, Environmental Impact Assessor, Urban Planner, Ecologist.

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.	<b>Faculty</b>	HSIE	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	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:

b) Case Studies:

*The Investigation of Ancient Sites and Sources*

*The Treatment and Display of Human Remains*

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.	<b>Faculty</b>	HSIE	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	Nil

## **COURSE DESCRIPTION:**

Modern History involves the study of major social and political events from the late 18<sup>th</sup> 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:

- a. The Nature of History
- b. 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.	<b>Faculty</b>	TAS Industrial Arts	<b>Work Placement</b>	No Industry Study
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Year 11 - \$60 Year 12 - Nil, 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 study, the content is introductory and is related to a number of practical projects and the study of an individual business in the focus area. The aim of the Preliminary course is to prepare and equip the students with the necessary knowledge and skills to successfully complete the HSC Major Project and related folio. The HSC content is centred on the application of design, research and manufacture of a Major Project and related folio, together with a more detailed study of the focus area industry.

# LEGAL STUDIES

2 units for both the Preliminary and HSC year.	<b>Faculty</b>	HSIE	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	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 **Shelter** topic investigates the legal means of securing shelter and the effectiveness of the law in achieving justice for people seeking and providing shelter. In this topic, students learn the role of the law in encouraging cooperation and resolving conflict in regard to shelter, laws relating to shelter as a reflection of changing values and ethical standards and the role of law reform in protecting the rights of those seeking shelter.

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%
- Shelter 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.	<b>Faculty</b>	Maths	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	Standard

## 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.

## COURSE CONTENT:

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

## 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	<b>Faculty</b>	Mathematics	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	120
	<b>Fees</b>	Nil	<b>Exclusions</b>	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 HSC examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

## 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	<b>Faculty</b>	Maths	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	Advanced

## 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	<b>Standard 1</b> Algebra Measurement Financial Mathematics Statistical Analysis Networks	<b>Standard 2 (more in depth than Standard 1)</b> Algebra Measurement Financial Mathematics Statistical Analysis Networks

Internal Assessment:	External Assessment: (Standard 2)
<p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>three assessment tasks</li> <li>the minimum weighting for an individual task is 20%</li> <li>the maximum weighting for an individual task is 40%</li> <li>one task must be an assignment or investigation-style with a weighting of 20–30%.</li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>a maximum of four assessment tasks</li> <li>the minimum weighting for an individual task is 10%</li> <li>the maximum weighting for an individual task is 40%</li> <li>only one task may be a formal written examination with a maximum weighting of 30%</li> <li>one task must be an assignment or investigation-style with a weighting of 15–30%.</li> </ul>	<p>The Mathematics Standard HSC examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.</p> <p><b>Note:</b> Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination.</p>

# MUSIC

2 units for both the Preliminary and HSC year.	<b>Faculty</b>	Music	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	Nil

## COURSE DESCRIPTION:

In the Preliminary and HSC Courses, students will study the concepts of music through the learning experiences of:

- 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:

- 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
<b>Total</b>	<b>110</b>		<b>100</b>

## 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.	<b>Faculty</b>	PDHPE	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	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

- |                                 |          |
|---------------------------------|----------|
| Core 1                          |          |
| • Better Health for Individuals | 30%      |
| Core 2                          |          |
| • The Body in Motion            | 30%      |
| <b>PLUS</b>                     |          |
| Two of the following options    | 20% each |
| • First Aid                     |          |
| • Outdoor recreation            |          |
| • Fitness Choices               |          |
| • Composition and performance   |          |

## COURSE CONTENT

### HSC course

- |   |          |
|---|----------|
| Core 1  |          |
| • Health Priorities in Australia                    | 30%      |
| Core 2  |          |
| • Factors Affecting Performance                     | 30%      |
| <b>PLUS</b>   |          |
| Two of the following options                        | 20% each |
| • 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.

The knowledge and skills developed in this course can be applied across a range of career pathways including:

- Education and Training
- Health care and social assistance
- Public administration and safety

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGERY— CEC (NON ATAR)

2 units for both the Preliminary and HSC year.	<b>Faculty</b>	Art	<b>Work Placement</b>	No
	<b>ATAR</b>	No	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	Nil

## **COURSE DESCRIPTION:**

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video, and digital imaging. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media, and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century. Critical and historical investigations of the work (the photograph and/or digital image), the artist/photographer/filmmaker/designer, and the audience and world are considered within different frameworks of meaning and value.

## **EQUIPMENT:**

Students will be required to supply their own digital camera, phone and USB to store their images. A Digital Imaging Diary for class notes is used for Assessment and maintaining classwork. Students will have access to print their images at school.

## **COURSE CONTENT:**

Photography, Video and Digital Imaging in Stage 6 is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and to understand and value how these fields of practice invite different interpretations and explanations. Students will develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment. Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

## **MODULES INCLUDE:**

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

The following components and weightings are to apply:

Component	Weighting
Making	70%
Critical and historical studies	30%

# PHYSICS

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

## **COURSE DESCRIPTION:**

Year 11 Physics course provides students with a solid foundation in the principles and concepts of physics. The course covers a wide range of topics, including motion, forces, energy, waves, electricity, and magnetism. Students engage in practical experiments to develop their scientific inquiry skills, data analysis, and problem-solving abilities. The course explores the fundamental laws and theories that govern the physical world, such as Newton's laws of motion and the laws of thermodynamics. Students also learn about the applications of physics in various fields, including engineering, medicine and technology. The course aims to foster critical thinking, mathematical reasoning, and an appreciation for the scientific method.

The Year 12 HSC course builds upon the foundational knowledge gained in Year 11, exploring advance concepts and applications of physics. The course covers a wide range of topics, including mechanics, thermodynamics, electricity and magnetism, quantum physics, nuclear physics, and astrophysics. Students engage in practical experiments and investigations to develop their practical skills, data analysis, and critical thinking abilities. The course emphasises the application of physics principles to real-world situations and challenges, fostering an understanding of the role of physics in technological advancements, environmental issues, and the study of the universe.

### **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

**Depth Studies:** Depth studies is a type of investigation / activity that students complete individually or collaboratively to allow further development and focus on Physics concepts. They provide opportunities for students to direct and pursue their interests and take responsibility for their learning. Both Years 11 and 12 must include and complete a depth study on any, 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:**

The Physics course provides foundation knowledge and skills to study Physics after completing school and provides prior knowledge and support for a range of career opportunities in Physics and related interdisciplinary industries such as: 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.	<b>Faculty</b>	HSIE	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	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 degrees such 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.	<b>Faculty</b>	PDHPE	<b>Work Placement</b>	No
	<b>ATAR</b>	No	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	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:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Aquatics</li> <li>• Athletics</li> <li>• Dance</li> <li>• Fitness</li> <li>• Games and sports applications</li> <li>• Gymnastics</li> </ul> | <ul style="list-style-type: none"> <li>• Individual games and sports applications</li> <li>• Outdoor recreation</li> <li>• Resistance training</li> <li>• Social perspectives of games and sport</li> <li>• Sports administration</li> <li>• Sports coaching and training</li> </ul> |
|--|--|

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.	<b>Faculty</b>	Art	<b>Work Placement</b>	No
	<b>ATAR</b>	Yes	<b>Hours</b>	240
	<b>Fees</b>	\$40 Year 11 \$40 Year 12	<b>Exclusions</b>	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

## WORK STUDIES

2 units for both the Preliminary and HSC year.	<b>Faculty</b>	LAWB	<b>Work Placement</b>	No
	<b>ATAR</b>	No	<b>Hours</b>	240
	<b>Fees</b>	Nil	<b>Exclusions</b>	Nil

### **COURSE DESCRIPTION:**

The aim of the Work Studies syllabus is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training. The focus is on career planning, performing work tasks, working with others, and managing change.

### **COURSE CONTENT:**

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

### **CORE UNITS OF STUDY:**

- My Work Life

### **OPTIONAL MODULES:**

- In the workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Workplace Issues
- Personal Finances
- Self-employment
- Team Enterprise Project
- Work Experience

### **OBJECTIVES:**

Students will develop:

- knowledge and understanding of work, the work environment and skills for employment
- knowledge and understanding of employment options, career management, life planning and further education and training
- skills for success in the workplace
- skills in critically assessing personal and social influences on individuals and groups



## **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.



Education

**2024 Construction Course Descriptor**  
**CPC20220 Certificate II in Construction Pathways (Release 6) &**  
**CPC20120 Statement of Attainment towards Certificate II in Construction**  
**(Release 3)**  
**RTO - Department of Education - 90333, 90222, 90072, 90162**

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

Course: Construction  
 Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total  
 Industry Curriculum Framework (ICF) -  
 Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognized qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.

**Entry Requirements**

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (e.g. LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this [course](#) you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.

**Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency****Core Units**

CPCCVHS2001	Apply WHS requirements, policies and procedures in the Construction Industry
CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCOM1013	Plan and organize work
CPCCVE1011	Undertake a basic construction project
CPCCOM1015	Carry out measurement and calculations

**Elective Units**

CPCCCM1011	Undertake basic estimation and costing
CPCCOM2001	Read and interpret plans and specifications
CPCCCA2002	Use carpentry tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCCM2005	Use construction tools and equipment
CPCVHS1001	Prepare to work safely in the construction industry

**Option 1**

CPCCBL2001	Handle and prepare bricklaying and block laying materials
CPCCBL2002	Use bricklaying and block laying tools and equipment

**White Card**

CPCVHS1001 - Prepare to work safely in the construction industry.  
 The General Construction Induction Training (White Card) will be delivered as part of this course.

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

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

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

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

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

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

This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer

**Mandatory HSC Course Requirements**

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

**External Assessment**

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**

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

**Appeals and Complaints**

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

Course Cost: Preliminary - \$50 HSC - \$50

School Specific equipment and associated requirements for students

Refunds- Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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

2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction  
 RTO - Department of Education - 90333, 90222, 90072, 90162

Version

0.21

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support



**2024 Cookery Course Descriptor**  
**SIT20421 Certificate II in Cookery – Release 1**  
**RTO - Department of Education - 90333, 90222, 90072, 90162**

*This information 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**  
Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total  
Industry Curriculum Framework (ICF)  
Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognized qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) <https://training.gov.au/Training/Details/SIT20421>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Entry Requirements**

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (e.g. LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this [course](#) you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.

**Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency**

**Core**

SITXFSA005 Use hygienic practices for food [safety](#)  
SITXVHS005 Participate in safe work [practices](#)  
SITHCCC023 Use food preparation [equipment](#)  
SITHCCC027 Prepare dishes using basic methods of [cookery](#)  
SITHCCC034 Work effectively in a commercial [kitchen](#)  
SITHKOP009 Clean kitchen premises and equipment  
SITXINV005 Receive, store and maintain stock

**Elective**

SITXFSA006 Participate in safe food handling [practices](#)  
SITHCCC025 Prepare and present [sandwiches](#)  
SITHCCC024 Prepare and present simple [dishes](#)  
SITHCCC026 Packaged prepared [foodstuffs](#)  
SITXCOM007 Show social and cultural [sensitivity](#)  
SITXCCS011 Interact with [customers](#)

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

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

Working within the hospitality industry involves

- organising information and records in both paper and electronic forms
- customer (client) service
- teamwork
- using technologies
- creating documents

Examples of occupations in the hospitality (kitchen operations) industry:

- breakfast cook
- catering assistant
- fast food cook
- sandwich hand
- take-away [cook](#)
- function 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. You should be work ready before work placement.

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

The Higher School Certificate examination for hospitality 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**

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

**Appeals and Complaints**

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

**Course Cost: Preliminary - \$160      HSC - \$160**  
**Uniform \$60**

**Refunds**

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

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**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>



**2024 Hospitality Course Descriptor**  
**SIT20322 Certificate II in Hospitality – Release 1**  
**RTO - Department of Education - 90333, 90222, 90072, 90162**

*This information 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**  
 Board Developed Course (240 hour)

**2 or 4 Preliminary and/or HSC units in total**  
 Industry Curriculum Framework (ICF)  
 Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognized qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Entry Requirements**

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (e.g. LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.

**Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency**

**Core**

BSBTWK201 Work effectively with others  
 SITHIND007 Use hospitality skills effectively  
 SITHIND006 Source and use information on the hospitality industry  
 SITXCOM007 Show social and cultural sensitivity  
 SITXWHS005 Participate in safe work practices  
 SITXCCS011 Interact with customers

**Elective**

SITXFSA005 Use hygienic practices for food safety  
 SITHCCO025 Prepare and present sandwiches  
 SITXFSA006 Participate in safe food handling practices  
 SITHFAB024 Prepare and serve non-alcoholic beverages  
 SITHFAB025 Prepare and serve espresso coffee  
 SITHFAB027 Serve food and beverages

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

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

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Working within the hospitality industry involves</li> <li>• organising information and records in both paper and electronic forms</li> <li>• customer (client) service</li> </ul> | <ul style="list-style-type: none"> <li>• teamwork</li> <li>• using technologies</li> <li>• creating documents</li> </ul> |
|--|--|

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

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Café Attendant</li> <li>• Waiter/Waitress</li> </ul> | <ul style="list-style-type: none"> <li>• Catering Assistant</li> <li>• Barista</li> </ul> | <ul style="list-style-type: none"> <li>• Food and Beverage Attendant</li> <li>• Bartender</li> </ul> |
|---|---|--|

**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. You should be work ready before work placement.

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

The Higher School Certificate examination for Hospitality 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**

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

**Appeals and Complaints**

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

Course Cost: Preliminary - \$150    HSC - \$150  
 Uniform \$50

**Refunds**

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

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**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>



**2024 Information and Digital Technology Course Descriptor**  
**ICT30120 Certificate III in Information Technology**  
**RTO - Department of Education - 90333, 90222, 90072, 90162**

This information 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: **Information and Digital Technology**  
 Board Developed Course (240 hour)

**2 or 4 Preliminary and/or HSC units in total**  
 Industry Curriculum Framework (ICF)  
 Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology <https://training.gov.au/Training/Details/ICT30120>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

### Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this [course](#) you should be interested in working in an information technology environment and be able to use a personal digital device including a personal computer or laptop.

### Units of Competency

#### Core

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

#### Elective

BSBWHS311 Assist with maintaining workplace [safety](#)  
 ICTICT214 Operate application software [packages](#)  
 ICTSAS308 Run standard diagnostic [tests](#)  
 ICTWEB304 Build simple web [pages](#)  
 ICTWEB305 Produce digital images for the [web](#)  
**Optional unit to receive the full qualification.**  
 ICTWEB306 Develop web presence using social media

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

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• using technology to organise <a href="#">information</a></li> <li>• creativity</li> <li>• programming techniques</li> </ul> | <ul style="list-style-type: none"> <li>• critical thinking</li> <li>• problem solving</li> <li>• <a href="#">team work</a></li> </ul> |
|--|---|

### Examples of occupations in the Information Technology industry

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Analyst programmer</li> <li>• Web Developer</li> </ul> | <ul style="list-style-type: none"> <li>• IT Manager</li> <li>• Network professional</li> </ul> | <ul style="list-style-type: none"> <li>• Motion Graphics Designer</li> <li>• Systems Analyst</li> </ul> |
|---|--|---|

### 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. You should be work ready before work placement.

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

The Higher School Certificate examination for Information and Digital Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, 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

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

#### Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

Course Cost: Preliminary - Nil      HSC - Nil

#### Refunds

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

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**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>



## 2024 Skills for Work and Vocational Pathways Course Descriptor

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

#### RTO - Department of Education - 90333, 90222, 90072, 90162

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

Course: Skills for Work and Vocational Pathways  
Board Endorsed Course 120 hour

2 Preliminary and/or HSC units in total  
There is not an Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognized qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SOA Towards FSK20119 Certificate II in Skills for Work and Vocational Pathways. [training.gov.au - FSK20119 - Certificate II in Skills for Work and Vocational Pathways](https://training.gov.au/FSK20119-Certificate-II-in-Skills-for-Work-and-Vocational-Pathways). You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (e.g. LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a business/ construction environment and be able to use a personal digital device including a personal computer or laptop.

#### Foundation Skills Training Package (FSK 2.0) Units of Competency

##### Elective

FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for [work](#)  
FSKRDG009 Read and respond to routine standard operating procedures  
FSKDIG003 Use digital technology for non-routine workplace tasks  
FSKLRG010 Use routine strategies for career [planning](#)  
FSKOCM004 Use oral communication skills to participate in workplace [meetings](#)  
FSKOCM007 Interact effectively with others at [work](#)  
BSBWHS211 Contribute to health and safety of self and [others](#)

##### Elective

\*BSBOPS203 Deliver a service to customers  
\*FNSFLT211 Develop and use personal budgets  
\*FNSFLT212 Develop and use a savings plan  
\*SITXFSA001 Use hygienic practices for food safety  
\*SITHCCC002 Prepare and present simple dishes  
\*SITHFAB004 Prepare and serve non-alcoholic beverages  
\*SITHFAB005 Prepare and serve espresso coffee  
\*SIRXIND002 Organize and maintain the store environment  
\*SIRXSL001 Sell to the retail customer  
\*CPCCCM2006 Apply basic levelling procedures  
Trainer will advise on elective units chosen. Not all units of competency are available.

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

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

- A pathway to employment or further vocational training
- Reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework
- Entry level digital literacy and employability skills
- A vocational training and employment plan

#### Mandatory HSC Courses Requirements

Students must complete 120 indicative hours of course work. Students who do not meet these requirements will be 'N' determined as required by NESA.

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

No. There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.

#### Competency-Based Assessment

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

#### Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

Course Cost: Preliminary - Nil      HSC - Nil

#### Refunds

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

A school-based traineeship is not available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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>

2024 Course Descriptor SOA Towards FSK20119 Certificate II in Skills for Work and Vocational Pathways RTO - Department of Education - 90333, 90222, 90072, 90162      Version 0.6

Disclaimer: if you require accessible documents, please contact your VET Coordinator for support

## SUBJECT SELECTION INSTRUCTIONS

Subject Selection will take place as part of interview with an appropriate staff member.

A staff member will interview each student regarding their preferences and ensure that the student has considered all of the relevant issues. The staff member will then input the selections on behalf of the student.

Prior to your interview you will be provided with a planning sheet. Plan the subjects you would like to study by ordering your main preferences from 1—6 (in preference or favourite order) and your reserves 1—6 also in preference order.

A print out will be provided for parents to sign. (see the following page)

# ONLINE SUBJECT SELECTION INSTRUCTIONS continued

Senior\_electives

Print Preview Print

Year 11 2017 Subject Selection

**Main Units**

English  
Priority 2  
Priority 3  
Priority 4  
Priority 5  
Priority 6  
English Extension  
Maths Extension

Main Units :



**Peter Pan (Test student Yr11) Yr11**

Your choices are registered.  
Thu 4 Aug 2016 14:47:43

Code	Subject	Fee	Units
ENS	English Standard		2
BIO	Biology	\$30.00	2
CAF	Community and Family Studies		2
GEO	Geography	\$80.00	2
AHI	History Ancient		2
HOC	Hospitality Commercial Cookery	\$150.00	2
<b>Total:</b>			<b>12</b>

*Reserves:*

			0
			0
WS	Work Studies NON ATAR	\$20.00	2
SOC	Society & Culture		2
11PHP	PDHPE	\$50.00	2
11LS	Legal Studies		2
TEX	Textiles and Design	\$80.00	2
ITA	Italian	\$40.00	2

**Total electives fee: \$260.00**

Please get form signed, and return to school.

Please Circle: I require an ATAR - YES / NO

Signature: \_\_\_\_\_  
Parent / Carer

Signature: \_\_\_\_\_  
Student

Take your selection sheet home, have it signed by your parents and return it the following day.