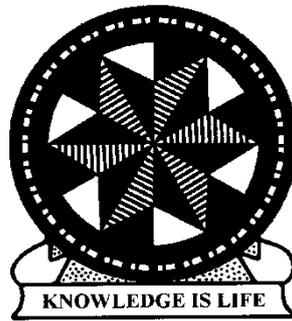


PICNIC POINT HIGH SCHOOL



Year 11, 2023

Subject Selection Booklet

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Common Terms

ATAR Australian Tertiary Admission Rank

ATAR Courses

ATAR courses are those developed by NESA for which there are formal examinations that yield graded assessments. These courses contribute to your ATAR and are classified as either Category A or Category B courses. Not all of the many HSC courses will contribute to an ATAR.

Board Endorsed Course

Developed and examined by NESA, these courses count towards the HSC but do not have a HSC examination and do not contribute towards the calculation of an ATAR.

Syllabus

Describes the aims, objectives, content and outcomes to be achieved in a course. All Syllabus documents are available from the NESA website.

Units

All HSC courses have a unit value – most courses have a 2 unit value, extension courses usually a 1 unit value. Each unit involves class time of approx. 2 hours per week (60 hours per year). In the HSC, each unit has a value of 50 marks, hence a 2 unit course has a value of 100 marks.

UAC

The Universities Admissions Centre (NSW & ACT) Pty Ltd is the central office that receives and processes applications for admission to most undergraduate courses offered by universities in NSW and the ACT.

Useful Websites

NSW Education Standards Authority	www.educationstandards.nsw.edu.au
NSW NESA Students Online	https://studentsonline.nesa.nsw.edu.au/
Universities Admissions Centre	www.uac.edu.au
Training Services NSW	www.training.nsw.gov.au
TAFE NSW	www.tafensw.edu.au
Career Information Centres	www.centrelink.gov.au
My Future – Occupations	www.myfuture.edu.au

Message from the Principal

Welcome to the final two years of your Secondary Education. We are pleased that you have made the decision to study at Picnic Point High School to achieve your Higher School Certificate and we offer you our ongoing support as you work toward this goal.

The final two years of school are very special and should be fulfilling. Your aim is to attain the best HSC result you can. To achieve this, you should select subjects of which:

- you have a proven aptitude and ability for,**
- is of interest,**
- may be a requirement for post-school options.**

When considering which subjects to study, explore the content of a course. For example:

- What are the course outcomes?
- Is there a Major Work submission or Practical component?

Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

This booklet contains information on the courses offered in Years 11 and 12. Included in this are the vocational courses that we offer on-site. Vocational courses can also be undertaken through TAFE (EVET) or through school based apprenticeships/traineeships. This booklet also contains the subject selection process and information on assessment in the HSC.

Picnic Point High School prides itself on being able to provide quality advice to ensure that individual students are able to select the course that most appropriately reflects their abilities, interests and aspirations. Every student will engage in an interview process with the Senior Executive to discuss course options and aspirations as part of the Subject Selection process.

Students are requested to choose two options for every subject line in case a course does not run due to insufficient numbers choosing the respective course.

The staff who are available to assist with any enquiries regarding Subject Selection are:

- | | |
|--|----------------------|
| <input type="checkbox"/> Deputy Principal | Ms Rosalee Lamaro |
| <input type="checkbox"/> Deputy Principal | Ms Suzy Tarasenko |
| <input type="checkbox"/> Year Adviser | Mr George Arvanitis |
| <input type="checkbox"/> Careers Adviser | Ms Laura Waibel |
| <input type="checkbox"/> Learning and Support | Mrs Michelle Harding |
| <input type="checkbox"/> Faculty Head Teachers | |
| <input type="checkbox"/> Principal | |

Although the HSC will involve hard work and commitment, most students find this time enjoyable and personally rewarding. School is, of course, about much more than the subjects taken. The most successful students are those who embrace all aspects of life at the school, whether it be through sport, cultural activities and/or social opportunities.

On behalf of the School, I would like to wish you well in this most important Subject Selection process.

Sharon Byron

Principal

Picnic Point High School

Information about the HSC

- 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 matching individual abilities, interests and goals.
- Courses can be linked to further education and training.
- Extension courses will enable students to undertake more in-depth study in areas of special interest.
- The HSC will fairly assess each student's knowledge and skills.
- Vocational Education and Training courses can count towards the HSC and will also lead to qualifications recognised across a range of industries. These are both delivered at school and externally at TAFE.

NSW Education Standards Authority (NESA)

- The NESA website is accessible to all students, and parents, and has copies of all syllabus documents together with specimen examination papers and assessment guidelines for all HSC courses.

Their website address is: www.educationstandards.nsw.edu.au

Students are encouraged to access this website on a regular basis.

Work Ethic

The school recognises that student's positive work ethic is crucial to their success with their academic studies. A successful senior student develops a strong work ethic by implementing the following:

Set Realistic Goals

Students should take note of their limits and set realistic short term goals. These small steps can help you take one step closer to your long term goals.

Develop a Healthy Study Habit

Having a strong work ethic doesn't mean studying 24 hours a day. In fact, this isn't healthy for your mental wellbeing and you might end up burning yourself out before the exams have begun! Planning out your week to include a study schedule along with your extra-curricular activities, will help you to prioritise and establish good habits as well as develop a disciplined routine.

Assume Responsibility for Your Learning

A senior student of PPHS should attend all lessons fully prepared and work to the best of their abilities, be punctual to all lessons, and adhere to the prompt submission of all work and assessment tasks by set deadlines.

What Types of Courses Can I Select?

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

NESA Board Developed Courses

Board Developed Courses are the large number of courses developed and examined by the NSW Education Standards Authority (NESA). All students entered for the HSC who are studying these courses must follow these syllabuses.

These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Category B Courses - English Studies

- English Studies is classified as a Category B Course.
- Students who take English Studies and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation.
- Therefore English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

NESA Board Endorsed Courses

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Developed Courses. Board Endorsed Courses **do not count** in the calculation of the ATAR.

Content Endorsed Courses (CECs) are developed by NESA to cater for a wide candidature in areas of special interest not served by Board Developed Courses. There is no external examination for any Content Endorsed Course, but all Content Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement.

School Designed Courses are not offered at Picnic Point High School.

Special Education – Life Skills HSC Courses

If you have special education needs you can earn your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to gain your HSC. You will need to talk with your Year Adviser/Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

A list of Life Skills courses is available under HSC Syllabuses on the NESA website.

Unavailability of a Course

Whilst this booklet contains an outline of a wide variety of courses, students need to be aware that **some of the courses may not run** as a result of a limited number of students nominating a particular course or courses. To avoid disappointment, students **must** nominate additional options as an acceptable alternative, in case one of their selections does not operate.

Vocational Education and Training (VET) Courses

Vocational and Education and Training (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 Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

These courses have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

Some of these courses will be delivered by school, while others will be delivered by TAFE or other providers.

The Board Developed VET courses are classified as Category B subjects, and as such, **ONLY ONE** may contribute to the calculation of the ATAR. These courses have an optional HSC exam but this will not be optional if the student requires this mark for their ATAR calculation.

Due to the specific requirements of a VET course, e.g. work placement, transport requirements, etc it is strongly recommended students speak with Ms L Waibel (EVET Co-ordinator) and/or Mr D Rawlings (VET Co-ordinator) before choosing a VET/EVET course to ensure they are fully aware of course requirements.

Pathways

Students may accumulate HSC courses towards the Higher School Certificate over a five year period. This allows students the opportunity to maximise their performance. Students who undertake the Pathways program frequently have extensive commitments beyond the school day and this program allows them the flexibility to juggle such commitments but still pursue their secondary studies.

There are a variety of pathways for the accumulation of the HSC. The two most common are to:

- a) Complete the full Preliminary program and then split Year 12 across the next two years.
- b) Complete two thirds of the Preliminary course in the first year, complete the remaining Preliminary course together with two HSC subjects in the second year, to then complete the HSC in the third year.

HSC Minimum Standards

What is the HSC minimum standard?

The NSW Education Standards Authority (NESA) has implemented the HSC minimum standards to help ensure that students have the key literacy and numeracy skills for life after school. Students in NSW will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020.

The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy.

The minimum standard online tests are 45 minutes long and include a multiple choice reading test, numeracy test and a short writing test based on a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- sit the HSC exams,
- receive an ATAR for University applications
- receive a ROSA
- receive a HSC minimum standard report

There are no pre-requisites for choosing subjects for Stage 5 or Stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in Stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills Maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA):

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Course Levies/Fees

Please note that some courses attract a levy to cover the cost of materials which form an integral part of the delivery of that particular course. If a course levy applies, it is indicated at the bottom of the subject specific pages.

In addition to this, some courses involve further costs associated with field work opportunities, theatrical performances, excursions, etc. Such costs are not incorporated into school fees.

Course	Fees
Food Technology	Year 11 \$140.00 Year 12 \$100.00
Industrial Technology – Timber Products and Furniture Technologies	Year 11 \$80.00 Year 12 \$50.00
Japanese Continuers Year 11: Wakatta Workbook 1 \$28.00 and Education Perfect Licence \$30.00	Year 11 \$58.00 Year 12 TBA
Music	Year 11 \$50.00 Year 12 \$50.00
Photography, Video and Digital Imaging	Year 11 \$100.00 Year 12 \$100.00
Visual Arts (see course descriptors for further information)	Year 11 \$70.00 Year 12 \$30.00
VET Construction (see course descriptors for further information)	Year 11 \$130.00 Year 12 \$50.00
VET Entertainment (see course descriptors for further information)	Year 11 \$80.00 Year 12 \$40.00
VET Hospitality (Food and Beverage)	Year 11 \$140.00 Year 12 \$100.00
VET Sport Coaching (see course descriptors for further information)	Year 11 \$100.00 Year 12 nil

What are Units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a 1 unit or 2 unit value. Most courses are 2 units. Each unit involves class time of approximately 2 hours per week (60 hours per year).

In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 4 hours per week (approximately 120 hours per year) = 100 marks

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

2 UNIT COURSE This is the basic structure for all courses.

EXTENSION COURSE Extension study is available in a number of subjects.

Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course. The following are offered at PPHS:

- English Extension 1 & 2
- Maths Extension 1 & 2
- History Extension
- Music Extension
- Science Extension
- VET

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

Requirements for the Award of the Higher School Certificate

To be awarded the HSC:

You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:

- At least 6 units from Board Developed Courses including at least 2 units of Board Developed Course in English.
- Students who take English Studies and want to receive an ATAR will not be able to study another Category B course.
- At least three courses of 2 units value or greater.
- At least four subjects.
- At most 6 units of courses in Science can contribute to the Higher School Certificate.
- You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

HSC: *All My Own Work* – a program in Ethical Scholarship for HSC students

The HSC: *All my Own Work* program is designed to strengthen the capacity of HSC students to follow the principles and practices of good scholarship, including understanding and valuing ethical practices related to locating and using information as part of their HSC program.

The program will consist of a number of modules which can be accessed online in a flexible, self-paced mode after a workshop delivery in the final weeks of Year 10. It is expected that the program will take between 5 and 10 hours to complete. Each student is required to satisfactorily complete the material contained in the program before commencing their HSC program of study. Satisfactory completion of the program will be an eligibility requirement for all candidates entering Higher School Certificate courses.

Assessment and Reporting

HSC reports will provide students with more detailed descriptions of the knowledge, skills and understanding they have attained in each subject.

Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe students' achievement, gives a clear idea of the standards that are expected.

School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on each student's performance in assessment tasks they have undertaken during the course.

The other 50% will come from the HSC examination.

The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course they will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90– 100 will correspond to the highest level of achievement.

On satisfactory completion of the HSC students will receive a portfolio containing:

- The HSC Testamur** - The official certificate confirming the achievement of all requirements for the award.
- The Record of School Achievement** - This document lists the courses each student studied and reports the marks and bands they have achieved.
- Course Reports** - For every HSC Board Developed Course (except VET courses) students will receive a Course Report showing their marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.

Core elements include:

- Subject Selection Handbook
- Presentation to students regarding courses offered in 2023 and the level of study required in those courses
- Presentations to Year 10 students, their parents/carers regarding requirements for the award of the HSC and ATAR
- Preliminary choices are completed through the subject selection process
- Interviews with students regarding these preliminary choices line options and Transition Planning
- Parent Information communicated online
- Vocational Information regarding VET and EVET

The process:

Term 3, Week 1-2	Subject Selection Course Information presented to students in SPP classes.
Monday 25 July	Year 11, 2023 Subject Selection Meeting 6.00pm
Term 3, Week 3-5	<p>Subject Selection Zoom Meetings with:</p> <ul style="list-style-type: none"> • School Executive • Year 10 student • Parent/Carer <p>Course preferences will be discussed and finalised at the meeting.</p>
Term 3, Week 6	<p>Subject Selection Lines are formed.</p> <p>Resolve any issues</p>

Course Types	Faculty					Year 12 Extension Courses
Board Developed Courses ATAR ELIGIBLE	English	English Advanced	English Standard	English Extension		
	CAPA	Dance	Music 1	Music 2	Visual Arts	Music Extension
	History	Aboriginal Studies	Ancient History	Modern History	Society and Culture	History Extension
	Languages	Japanese Continuers				
	Mathematics	Maths Advanced	Maths Standard 2	Maths Extension 1		Maths Extension 2
	PDHPE	Community and Family Studies	PD Health PE			
	Science	Biology	Chemistry	Investigating Science	Physics	Science Extension
	Social Sciences	Business Studies	Economics	Geography	Legal Studies	
	TAS	Food Technology	Industrial Technology Timber OR Industrial Technology Multimedia <i>Students can only study ONE Industrial Technology Course</i>			

Course Types	Faculty	Category B Courses – ATAR Eligible if only 2 Units studied		
Board Developed Category B Courses 2 UNITS are ATAR Eligible	English	English Studies		
	Mathematics (Yr 12)	Mathematics Standard 1 <i>(Year 12 only course. Students need to study Maths Standard 2 in Year 11)</i>		
	VET	VET Construction	VET Entertainment	VET Hospitality
	TVET - TAFE	Some Industry Curriculum Framework courses delivered through TAFE are Category B Courses. See Ms Waibel if interested in TVET.		
	Virtual Classroom			

Course Types	Faculty	Content Endorsed Courses – NON ATAR	
Content Endorsed Courses NON-ATAR	CAPA	Photography, Video and Digital Media	Visual Design
	Mathematics	Numeracy	
	PDHPE	Sport, Lifestyle and Recreation	Exploring Early Childhood
	Social Sciences	Work Studies	
	TAS	Computing Applications	
	VET	VET Sport Coaching	

English Advanced

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

What prerequisites are there for entry into this course?

Students will be required to submit a personal reflection outlining their interest and ability in the course. The English Head Teacher will determine the appropriate course for each student.

What will I learn?

Year 11

Main topics covered	Common Module: Reading to Write
	Module A: Narratives that Shape Our World
	Module B: Critical Study of Literature
Specific requirements	Students must study a range of types of texts including: prose fiction, drama, poetry, nonfiction, film, media and digital texts.
	Students must support their study of texts with their own wide reading.

Year 12

Main topics covered	Common Module: Texts and Human Experiences
	Module A: Textual Conversations
	Module B: Critical Study of Literature
	Module C: The Craft of Writing This module may be studied concurrently with the common module and/or Modules A and B.
Specific requirements	Study four prescribed texts from each of the following categories: <ul style="list-style-type: none"> <input type="checkbox"/> Shakespearean drama <input type="checkbox"/> prose fiction <input type="checkbox"/> poetry or drama <input type="checkbox"/> film, media or nonfiction text or one of the categories above
	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.
	Students must study ONE related text in the common module: Texts and Human Experiences.

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

This course is designed for students wishing to receive an ATAR who are looking for a rigorous and challenging course to extend their English skills.

More information about this course can be found on the NESA website.

English Extension

1 UNIT (Board Developed Course)

ATAR Eligible

Course Description

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

What prerequisites are there for entry into this course?

It is a co-requisite that students study English Advanced in Year 11 and Year 12 to be eligible for enrolment into the English Extension course.

What will I learn?

Year 11 English Extension

Main topics covered	Module: Text, Culture and Value
	Related Research Project This project may be undertaken concurrently with the module.
Specific requirements	Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures.
	Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.

Year 12 English Extension 1

Main topics covered	Literary Worlds
	One elective option
Specific requirements	Study at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts.
	Study at least TWO related texts.

What restrictions are there on entry to this course?

Students must be enrolled in English Advanced to be eligible for enrolment into the course.

Is there any other important information I should know?

Who should choose this course?

Motivated students who are passionate about and are English and who wish to challenge their English skills in increasingly independent ways.

More information about this course can be found on the NESA website.

English Standard

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

What prerequisites are there for entry into this course?

An approval signature must be sought from the current English Teacher.

What will I learn?

Year 11

Main topics covered	Common Module: Reading to Write: A Transition to Senior English
	Module A: Contemporary Possibilities
	Module B: Close Study of Literature
Specific requirements	Study ONE complex multimodal or digital text in Module A. This may include the study of film.
	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.
	Study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
	Support the study of texts with their own wide reading.

Year 12

Main topics covered	Common Module: Texts and Human Experiences
	Module A: Languages, Identity and Culture
	Module B: Close Study of Literature
	Module C: The Craft of Writing This module may be studied concurrently with the common module and/or Modules A and B.
Specific requirements	Study three types of prescribed texts from each of the following categories: <input type="checkbox"/> prose fiction <input type="checkbox"/> poetry OR drama <input type="checkbox"/> film OR media OR nonfiction
	The selection of texts for Module C: The Craft of Writing Does not contribute to the pattern of prescribed texts for the course.
	Study ONE related text in the common module: Texts and Human Experiences.

Is there any other important information I should know?

This course is designed for students wishing to receive an ATAR who are looking for a rigorous and challenging course to extend their English skills.

More information about this course can be found on the NESA website.

English Studies

2 UNIT (Board Developed Course)

ATAR Eligible - Category B Subject

Can be ATAR Eligible if it is the only 2 unit category B subject in a pattern of study

Course Description

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.

What prerequisites are there for entry into this course?

A signature of approval must be sought from the current English Teacher.

What will I learn?

Year 11

Main topics covered	Common Module: Achieving Through English - English in Education, Work and the Community.
	An additional 2-4 modules are to be studied from the elective modules on offer (only 1 may be school-designed).

Year 12

Main topics covered	Common Module: Texts and Human Experiences.
	An additional 2-4 modules are to be studied from the elective modules on offer (only 1 may be school-designed).

Specific Requirements:

In both Year 11 and Year 12 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).
- Be involved in planning, research and presentation activities as part of one individual and/or collaborative project.
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year.
- Engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

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.

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

Nil

More information about this course can be found on the NESA website.

Dance

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

The study of dance as an artform in education is based on the study of three interrelated components: Performance, Composition and Appreciation. In Dance Stage 6, students are able to study dance as a unique artform in which the body is the instrument for non-verbal communication and expression. The artform of dance has a theoretical base that challenges the mind and the emotions, and its study contributes to the students' artistic, aesthetic and cultural education. The study of dance as an artform acknowledges the interrelationship between the practical and theoretical aspects of dance – the making and performing of the movement and the appreciation of its meaning.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Dance Technique	Students use dance technique to communicate and interpret dance performance
Composition Studies	Students learn to construct dance movement to communicate clearly the intent of their choreography
Appreciation	Students learn to make discriminating judgements about dance

Year 11 (Preliminary HSC Course)

Students study dance as an artform with core studies in the interrelated components of Performance, Composition and Appreciation. The knowledge that students gain in Year 11 provides the fundamentals of dance as an artform and is implicit in the content for Year 12.

Year 12 (HSC Course)

Students continue their study of dance as an artform. They continue core study in the three core components. Students also undertake an in-depth study of dance in one of the major study components, either Performance, Appreciation or Dance and Technology. The three core study components are each allocated 20 percent of time, and the major study is allocated 40 percent.

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

The Preliminary course offers students a broad foundation study of dance as an artform. While students should not be excluded from studying the syllabus on the basis of general physical attributes, they should be aware of the rigorous demands of the course.

More information about this course can be found on the NESA website.

Music 1

2 UNIT (Board Developed Course)

ATAR Eligible

Students can elect to study either the Music 1 or Music 2 Course.

Course Description

The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music, and for many, it will serve as a pathway for further training and employment in the music industry or in contemporary music fields.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

In Music 1, students will study the **concepts of music** through the **learning experiences** of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Year 11

- Popular music
- Music for radio, film, television and multimedia
- Australian music

Year 12

Students will study an independent program of study comprising of THREE topics which may consist of:

- Music of the 20th and 21st centuries
- Music for small ensembles
- An instrument and its repertoire
- Jazz
- Rock music
- Theatre Music

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

Students will need to choose a focus instrument to complete performance and composition activities in Music. Students should consider private tuition on their instrument if they require this.

More information about this course can be found on the NESA website.

Music 2

2 UNIT (Board Developed Course)

ATAR Eligible

Students can elect to study EITHER the Music 1 or the Music 2 Course.

Course Description

The purpose of Music 2 is to provide students with the opportunity to build on the knowledge, skills, understanding and attitudes gained in Music 7 – 10 and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to extend their musical knowledge with a focus on Western art music and it will serve as a pathway for further formal study in tertiary institutions or in fields that use their musical knowledge.

What prerequisites are there for entry into this course?

- Students must complete the Stage 5 Elective Music Course to be eligible to study Music 2.
- Students should have a good knowledge of music theory and demonstrate developed technical facility on their musical instrument.
- A signature of approval must be sought from the Head Teacher of CAPA.

What will I learn?

Students will study concepts of music through learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Year 11

Students will study the mandatory topic and ONE additional topic.

MANDATORY TOPIC: Music 1600 – 1900

ADDITIONAL TOPICS: Students will study ONE additional topic from the list below:

Australian music	Music 1945 – music 25 years ago.	Music 1900 – 1945
Music of a culture	Medieval music	Renaissance music

Year 12

Students will study the mandatory topic and ONE additional topic.

MANDATORY TOPIC	Music of the last 25 years (Australian focus)
ADDITIONAL TOPIC	Students will study ONE additional topic of their choice

What restrictions are there on entry to this course?

Students must complete the Stage 5 Elective Music Course to be eligible to study Music 2.

Is there any other important information I should know?

Students will need to choose a focus instrument to complete performance and composition activities in Music. Students should consider private tuition on their instrument if they require this.

More information about this course can be found on the NESAs website.

Music Extension

1 UNIT (Board Developed Course in Year 12)

ATAR Eligible

Course Description

The Music Extension course is to provide challenging and rigorous opportunities for musically and academically talented students to assist them in the realisation of their potential as performers, composers or musicologists. Each student will follow an individual program of study which will be negotiated between the teacher and student.

What prerequisites are there for entry into this course?

Entry into the Music Extension course in Year 12 is through an approval process by the Head Teacher Creative and Performing Arts. It is a co-requisite that students must study Music 2 in Year 11 and Year 12 to gain access to the Music Extension course.

What will I learn?

Students will specialise further in ONE of the learning experiences of:

performance	composition	musicology
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Students have the opportunity to pursue excellence in a particular area of interest and expertise in the contexts of their choosing.

The objectives of the Music Extension course are:

- to refine knowledge and skills associated with performance, composition or musicology
- to expand critical aural knowledge and skills in all musical experiences.

Students in Music Extension will develop a deeper understanding of the characteristics of musical styles, periods and/or genres through their specialisation in Performance, Composition or Musicology.

What restrictions are there on entry to this course?

To be considered for entry into the Music Extension course, Students should demonstrate a high level of skill in either performance or composition or musicology throughout the Preliminary Course.

Is there any other important information I should know?

Each student will follow an individual program of study, which will be negotiated between the teacher and student.

More information about this course can be found on the NESA website.

Photography, Video & Digital Imaging

2 UNIT (Board Endorsed Course)

Non-ATAR

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.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Artmaking

70% of the course is devoted to artmaking. Students will create photographs to develop skills in a range of photographic practices by completing different modules in:

Wet Photography	Create photographs by learning to use an analogue SLR camera, develop negatives and printing enlargements through different methods in the in the darkroom.
Digital Photography	Learn to use a Digital SLR camera and how to manipulate photographs in Photoshop.
Video	Create a short film through various capturing techniques before editing in Adobe Premiere.

Historical and Theoretical Studies

30% of the course structure will focus on historical and theoretical studies. Students will learn how to:

Develop analytical skills through the evaluation of photographs and the practice of artists.
Develop their understanding of how photographic practices have changed over time and through different cultures.
Formulate opinions and judgements about photographs through critical evaluation.
Develop and extend their written abilities by utilising descriptive skills and learning techniques to write about photographs in a critical context.
Resolve their critical and historical understanding of photographic artistic practice by studying specific artists in detail.

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

Cameras and all equipment to complete assessments tasks are provided.

More information about this course can be found on the NESA website.

Visual Arts

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgement and an understanding of Visual Arts in artmaking and in critical and historical studies of art.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Year 11

A Focus on building and developing artistic skills in the Visual Arts through:

- The study of Art History and critical practice.** Developing an understanding of artists and their work.
- Making artworks-** experimentation and refinement of skills working in many different art media and forms.
- Documentation** of artistic processes, skills and the conceptual development of artworks working in a Visual Arts Process Diary.
- Investigation of ideas** in art criticism and art history.

Year 12 (HSC Course)

A focus on interpretation, analysis and relationships of art. Refinement of Artistic Skills/Style and meaning through:

- The study and interpretation of Historical and Critical practice .
- The development of a Body of Work, an individual project focusing on students strengths as an artist.
- Documentation of the students' own artmaking practices using a Visual Arts Process Diary .
- Investigation and analysis of Artistic Practice through five Historical and/or Critical Case Studies.

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

Students will be required to source own material in Year 12 as required for their Body of Work.

More information about this course can be found on the NESAs website.

Visual Design

2 UNIT (Board Endorsed Course)

Non-ATAR

Course Description

The Visual Design course encourages students to explore and investigate their natural and made world and to use the perceptions gained through these experiences as a basis for developing and giving form to their ideas in the different fields of **graphic design, wearable design, product design and interior/exterior design**. It enables students to pursue their interests in the products, materials, techniques and technologies that have a personal and social relevance and provides course modules that challenge and extend their intellectual and technical skills. These modules also provide for design projects that promote collaboration among students.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Designing and Making

70% of the course is devoted to designing and making. Students will create a student diary and portfolio of work which will include; sketches, annotated ideas, samples, models and prototypes for each module studied.

Modules may include;

- Work Health and Safety**
- Graphic Design:** Publications and Information, Illustrations and Cartooning **OR** Interactive and Multimedia
- Wearable Design:** Clothing and Image, Jewellery and Accessories **OR** Textiles
- Product Design:** Packaging, Furniture **OR** Industrial
- Interior/Exterior Design:** Structures and Environments, Stage Sets and Props **OR** Interiors

Critical and Historical Studies

30% of the course will focus on case studies of design through the visual arts frames. Students learn about and learn to understand graphic design, wearable design, product design, and interior/exterior design as fields of practice, which are related to interests in the visual arts. The frames orientate investigations in designing and making, critical and historical studies, and represent different beliefs, values and philosophical views. The frames include;

- The subjective frame:** personal experience.
- The cultural frame:** cultural and social meaning.
- The structural frame:** communication and the systems of signs.
- The postmodern frame:** ideas that challenge mainstream values of histories and ideas.

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

Students will have the opportunity to focus their designs on modules and fields that are of interest to them.

More information about this course can be found on the NESA website.

Aboriginal Studies

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Year 11

Aboriginality and the Land	20 indicative hours
Heritage and Identity	30 indicative hours
International Indigenous Community: Comparative Study	25 indicative hours
Research and Inquiry Methods: Local Community Case Study	25 indicative hours

Year 12

PART 1 A) Social Justice and Human Rights B) Comparative Study	50 indicative hours
PART 2 (ONE of the following) A) Aboriginality and the Land, OR B) Heritage and identity	20 indicative hours
PART 3 Research and Inquiry Methods – Major Project	30 indicative hours

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

In Aboriginal Studies students must undertake the development of a Major Project, commencing in Term 1 of their HSC course. Students need to be aware that this Project requires a significant commitment on their part.

More information about this course can be found on the NESA website.

Ancient History

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

Ancient History Stage 6 has a unique role in the school curriculum because it allows students to study and analyse past societies with a detachment conferred by the perspective of the last two millennia. It draws on a variety of disciplines and sources, both written and archaeological, enabling students to piece together an informed and coherent view of the past.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Year 11

Investigating Ancient History <ul style="list-style-type: none"><input type="checkbox"/> The Nature of Ancient History<input type="checkbox"/> Case Studies<ol style="list-style-type: none">1. Tutankhamen's tomb and death funerary customs in Ancient Egypt2. Palmyra and the Silk Road	60 indicative hours
Features of Ancient Societies <ul style="list-style-type: none"><input type="checkbox"/> The city of Rome in the late Republic and Slavery in Ancient Rome	40 indicative hours
Historical Investigation	20 indicative hours

Year 12

Core Study: Cities of Vesuvius	Pompeii and Herculaneum	30 indicative hours
Ancient Societies	Minoan Society in Ancient Crete	30 indicative hours
Personalities in their Times	Hatshepsut	30 indicative hours
Historical Periods	New Kingdom Egypt to the death of Thutmose IV	30 indicative hours

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

The ability to write clearly and critically are very important skills in Ancient History. Throughout both the Preliminary and HSC Ancient History course, students focus on developing their literacy, public speaking, debating, source analysis and critical thinking skills.

More information about this course can be found on the NESA website.

History Extension

1 UNIT (Board Developed Course)

ATAR Eligible

Course Description

HSC History Extension provides students with an opportunity to gain greater knowledge and understanding of the way history is written. They do this by reviewing the kinds of history that have been written and the context in which history is constructed over time in order to reflect on some of the problems associated with the writing of history.

What prerequisites are there for entry into this course?

Students considering taking History Extension in Year 12 must be interviewed by the Head Teacher of History. It is a co-requisite that students undertaking History Extension must also be studying Ancient and or Modern History.

What will I learn?

Year 12

Part 1: Constructing History – Historiographical readings and a Case Study – e.g. John Fitzgerald Kennedy

Part 2: The Project – student choice in an area of historical interest in consultation with the teacher of the subject

Constructing History <input type="checkbox"/> Key Questions <input type="checkbox"/> Case Studies	40 indicative hours
History Project	20 indicative hours

What restrictions are there on entry to this course?

To be considered for History Extension – students should be studying English at advanced level as a minimum requirement.

Is there any other important information I should know?

In History Extension, students will be expected to design their own historical research project. This requires clear thinking and a high level of motivation as well as strong organisational skills.

More information about this course can be found on the NESA website.

Modern History

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

The study of Modern History Stage 6 has a distinctive role in the school curriculum as it challenges students to consider great social, technological, economic, political and moral transformations from the late eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and, finally to make judgements about them.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Year 11

Investigating Modern History <ul style="list-style-type: none"> <input type="checkbox"/> The Nature of Modern History <input type="checkbox"/> Case Study A – The Trans-Atlantic Slave Trade <input type="checkbox"/> Case Study B – The Meiji Restoration 	60 indicative hours
Historical Investigation <ul style="list-style-type: none"> <input type="checkbox"/> Meiji Japan 	20 indicative hours
The Shaping of the Modern World <ul style="list-style-type: none"> <input type="checkbox"/> World War I 	40 indicative hours

Year 12

Core Study:	Power and Authority in the Modern World 1919 - 1946	30 indicative hours
National Study:	USA 1919 - 1941	30 indicative hours
Peace and Conflict:	War in the Pacific 1937 - 1951	30 indicative hours
Change in the Modern World:	Civil Rights in the USA 1945 - 1968	30 indicative hours

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

Developing strong literacy skills is an essential element of study in Modern History. Ongoing improvement of this skills area is an important focus for both the Preliminary and HSC courses in Modern History.

More information about this course can be found on the NESA website.

Society and Culture

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

Society and Culture is a conceptually based course that promotes students awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse social theories and complementary and contrasting viewpoints about people, societies and cultures.

Society and Culture promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Year 11 (Preliminary HSC Course)

The Social and Cultural World	30% of course time
Personal and Social Identity	40% of course time
Intercultural Communication	30% of course time

Year 12 (HSC Course)

Core	Personal Interest Project	30% of course time
	Social and Cultural Continuity and Change	30% of course time
Depth Studies	Two to be chosen from the following: <input type="checkbox"/> Popular Culture <input type="checkbox"/> Belief Systems and Ideologies <input type="checkbox"/> Social Inclusion and Exclusion <input type="checkbox"/> Social Conformity and Nonconformity	40% of course time

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

In Society and Culture students must undertake the development of a Personal Interest Project, commencing in Term 1 of their HSC course. Students need to be aware that this Project requires a significant commitment on their part.

More information about this course can be found on the NESA website.

Japanese Continuers

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

This course provides students with the opportunity to develop their ability to communicate in Japanese, understand and appreciate culture, understand language as a system, make connections between Japanese and English and develop cognitive learning and social skills.

What prerequisites are there for entry into this course?

Students must have studied Japanese in Stage 4 and Stage 5.

What will I learn?

The Preliminary and HSC courses have prescribed themes:

- The individual
- The Japanese-speaking communities
- The changing world

The Japanese Continuers syllabus has mandatory topics related to these themes.

What restrictions are there on entry to this course?

Strict eligibility rules apply to the Japanese Continuers course. Refer to Languages courses eligibility rules.

Is there any other important information I should know?

Students will develop their skills in listening, speaking, reading and writing through a variety of learning opportunities.

More information about this course can be found on the NESA website.

Mathematics Advanced

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

All students studying the Mathematics Advanced course will sit a HSC examination.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs.
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning.
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role.
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

What prerequisites are there for entry into this course?

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and the following substrands of Stage 5.3:

Algebraic techniques	Surds and indices	Equations
Linear relationships	Trigonometry and Pythagoras' theorem	Single variable data analysis

and at least some of the content from the following substrands of Stage 5.3:

Non-linear relationships	Properties of Geometrical Shapes
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Exclusions:

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

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

What will I learn?

The Topics and Subtopics are:

Year 11

Topic: Functions	<input type="checkbox"/> Working with Functions
Topic: Trigonometric Functions	<input type="checkbox"/> Trigonometry and Measure of Angles <input type="checkbox"/> Trigonometric Functions and Identities
Topic: Calculus	<input type="checkbox"/> Introduction to Differentiation
Topic: Exponential and Logarithmic Functions	<input type="checkbox"/> Logarithms and Exponentials
Topic: Statistical Analysis	<input type="checkbox"/> Probability and Discrete Probability Distributions

Year 12

Topic: Functions	<input type="checkbox"/> Graphing Techniques
Topic: Trigonometric Functions	<input type="checkbox"/> Trigonometric Functions and Graphs
Topic: Calculus	<input type="checkbox"/> Differential Calculus <input type="checkbox"/> The Second Derivative <input type="checkbox"/> Integral Calculus
Topic: Financial Mathematics	<input type="checkbox"/> Modelling Financial Situations
Topic: Statistical Analysis	<input type="checkbox"/> Descriptive Statistics and Bivariate Data Analysis <input type="checkbox"/> Random Variables

More information about this course can be found on the NESAs website.

Mathematics Extension 1

1 UNIT (Board Developed Course)

ATAR Eligible

Course Description

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

The study of Mathematics Extension 1 in Stage 6:

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

What prerequisites are there for entry into this course?

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *NSW Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

Polynomials	Logarithms
Functions and Other Graphs	Circle Geometry

Exclusions:

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

What will I learn?

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

The Topics and Subtopics are:

Year 11

Topic: Functions	<input type="checkbox"/> Further Work with Functions
Topic: Trigonometric Functions	<input type="checkbox"/> Polynomials <input type="checkbox"/> Inverse Trigonometric Functions <input type="checkbox"/> Further Trigonometric Identities
Topic: Calculus	<input type="checkbox"/> Rates of Change
Topic: Combinatorics	<input type="checkbox"/> Working with Combinatorics

Year 12

Topic: Proof	<input type="checkbox"/> Proof by Mathematical Induction
Topic: Vectors	<input type="checkbox"/> Introduction to Vectors
Topic: Trigonometric Functions	<input type="checkbox"/> Trigonometric Equations
Topic: Calculus	<input type="checkbox"/> Further Calculus Skills <input type="checkbox"/> Applications of Calculus
Topic: Statistical Analysis	<input type="checkbox"/> The Binomial Distribution

More information about this course can be found on the NESA website.

Mathematics Extension 2

1 UNIT (Board Developed Course in Year 12)

ATAR Eligible

Course Description

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

The study of Mathematics Extension 2 in Stage 6:

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

What prerequisites are there for entry into this course?

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

Exclusions:

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

What will I learn?

The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics.

Topic	Subtopics
Proof	The Nature of Proof Further Proof by Mathematical Induction
Vectors	Further Work with Vectors
Complex Numbers	Introduction to Complex Numbers Using Complex Numbers
Calculus	Further Integration
Mechanics	Applications of Calculus to Mechanics

More information about this course can be found on the NESA website.

Mathematics Standard 1

2 UNIT

ATAR Eligible - Category B Course in Year 12

Course Description

The Preliminary Mathematics Standard 1 and the HSC Mathematics Standard 1 (Content Endorsed) are 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, problem-solving and literacy skills, as well as a positive attitude. When students become numerate they are able to manage a situation or solve a problem in real contexts, for everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

All students studying the Mathematics Standard 1 course have the option of not sitting the HSC examination.

What prerequisites are there for entry into this course?

The Preliminary Mathematics Standard 1 course has been written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1 and with the following substrands of Stage 5.2 - Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability.

What will I learn?

The Mathematics Standard 1 Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The content is the same as the Mathematics Standard 2 Year 11 course. The Year 12 content includes the same Topics with the additional Topic of Networks.

Year 11 (Preliminary HSC Mathematics Standard 1 course)

Topic	Subtopics	
Algebra	Formulae and Equations	Linear Relationships
Measurement	Applications of Measurement	Working with Time
Financial Mathematics	Money Matters	
Statistical Analysis	Data Analysis	Relative Frequency and Probability

Year 12 (HSC Mathematics Standard 1 course)

Topic	Subtopics		
Algebra	Types of Relationships		
Measurement	Right-angled Triangles	Rates	Scale Drawings
Financial Mathematics	Investment		Depreciation and Loans
Statistical Analysis	Further Statistical Analysis		
Networks	Network and Paths		

Exclusions:

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

More information about this course can be found on the NESAs website.

Mathematics Standard 2

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

- ❑ All students studying the Mathematics Standard 2 course will sit for the HSC examination.
- ❑ All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities.
- ❑ The study of Mathematics Standard 2 in Stage 6 provides students with the opportunity to:
 - develop their knowledge, understanding and skills in working mathematically and communicating concisely and precisely.
 - consider various applications of mathematics in a broad range of contexts through the use of mathematical modelling and use this to solve problems related to their present and future needs.
 - develop an understanding of skills in further aspects of mathematics for concurrent HSC studies.
 - gain an appropriate mathematical background when entering the workforce or undertaking further tertiary training.

What prerequisites are there for entry into this course?

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

Area and surface area	Financial mathematics	Linear relationships
Non-linear relationships	Right-angled triangles (Trigonometry)	Single variable data analysis
Volume	some content from Equations	some content from Probability

What will I learn?

The Mathematics Standard 2 Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Year 12 course content includes the same Topics with the additional Topic of Networks.

Year 11

Topic	Subtopics	
Algebra	Formulae and Equations	Linear Relationships
Measurement	Applications of Measurement	Working with Time
Financial Mathematics	Money Matters	
Statistical Analysis	Data Analysis	Relative Frequency and Probability

Year 12

Topic	Subtopics	
Algebra	Types of Relationships	
Measurement	Non-right-angled Trigonometry	Rates and Ratios
Financial Mathematics	Investments and Loans	Annuities
Statistical Analysis	Bivariate Data Analysis	The Normal Distribution
Networks	Network Concepts	Critical Path Analysis

Exclusions:

Students may **not** study any other Stage 6 Mathematics course in conjunction with the Mathematics Standard 2 Year 12 course.

More information about this course can be found on the NESA website.

Numeracy Stage 6 Content Endorsed Course (CEC)

2 UNIT (Content Endorsed Course)

NON ATAR Course

Course Description

The Numeracy CEC supports Years 11 and 12 students in developing essential numeracy skills and aligns with the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy needed for everyday life. The primary focus is student development, consolidation and application of fundamental numeracy skills necessary for work, learning, community engagement and personal contexts.

This course is designed for students who may:

- intend to study Mathematics Standard in Years 11 and 12, and need additional numeracy development to improve their achievement and to meet the HSC minimum standard, OR
- require support to reach the HSC minimum standard and do not intend to study a mathematics course in Years 11 and 12, OR
- intend to leave school before completing their HSC, and need to develop their numeracy skills for work or further study after school.

The study of Numeracy CEC in Stage 6 provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

What will I learn?

The Numeracy Stage 6 (CEC) content comprises of 4 Modules, with the Modules divided into content areas.

The Topics and Subtopics are:

Year 11

Module 1	1.1: Whole numbers 1.2: Operations with whole numbers 1.3: Distance, area and volume 1.4: Time 1.5: Data, graphs and tables	Module 2	2.1: Fractions and decimals 2.2: Operations with fractions and decimals 2.3: Metric relationships 2.4: Length, mass and capacity 2.5: Chance
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Year 12

Module 3	3.1: Percentages 3.2: Operations with numbers 3.3: Finance 3.4: Location, time and temperature 3.5: Space and design	Module 4	4.1: Rates and ratios 4.2: Statistics and probability 4.3: Exploring with NRMT
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More information about this course can be found on the NESA website.

Community and Family Studies

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Year 11

Resource Management	Basic concepts of the resource management process.	20% of course time
Individuals and Groups	The individual's roles, relationships and tasks within groups.	40% of course time
Families and Communities	Family structures and functions and the interaction between family and community.	40% of course time

Year 12

Research Methodology	Research methodology and skills culminating in the production of an Independent Research Project.	25% of course time
Groups in Context	The characteristics and needs of specific community groups.	25% of course time
Parenting and Caring	Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.	25% of course time
Select one of the following:		25% of course time
Family and Societal Interactions	Government and community structures that support and protect family members throughout their lifespan.	
Social Impact of Technology	The impact of evolving technologies on individuals and lifestyle.	
Individuals and Work	Contemporary issues confronting individuals as they manage roles within both their family and work environments.	

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

Students are required to complete an Independent Research Project as part of the HSC Internal Assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

More information about this course can be found on the NESA website.

PDHPE

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

The Stage 6 PDHPE course develops in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two.

Year 11 (Preliminary HSC Course)

The Core:

- Better Health for Individuals (30%)
- The Body in Motion (30%)

The Options:

- First Aid (20%)
- Fitness Choices (20%)

Year 12 (HSC Course)

The Core:

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

The Options:

- Sports Medicine (20%)
- Improving Performance (20%)

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

Students will be provided with a textbook for this course.

More information about this course can be found on the NESA website.

Sport, Lifestyle and Recreation

2 UNIT (Content Endorsed Course)

Non-ATAR

Course Description

The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. The course aims to make a positive contribution to the total wellbeing of students. The develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Schools are able to select from these modules to develop programs that respond to student needs and interests.

Examples of these modules include:

- First-Aid
- Sports Administration
- Games and Sports Applications
- Resistance Training
- Coaching
- Athletics

The time allocated to each module is flexible within the range of 20-40 hours. These modules will be completed over both the Preliminary HSC, and the HSC year (240 Indicative Hours).

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

No

More information about this course can be found on the NESAs website.

Exploring Early Childhood

2 UNIT (Content Endorsed Course)

Non-ATAR

Course Description

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

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

The Preliminary and HSC courses consist of three Core modules representing 45 hours of course time. An options component representing 200 hours of course time includes a choice from 14 modules. Students must complete at least 7 of these.

Year 11 Preliminary and Year 12 HSC Course

The Core:

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

The Optional modules:

- Learning Experiences for Young Children
- Fitness Choices
- Health Priorities in Australia
- Factors Affecting Performance
- Sports Medicine
- Improving Performance
- The Children's Services Industry
- Young Children and Media
- Young Children and the Law
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs

What restrictions are there on entry to this course?

Nil

More information about this course can be found on the NESAs website.

Biology

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

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

What prerequisites are there for entry into this course?

Students are required to get approval from the Head Teacher for entry into the course.

What will I learn?

Year 11

Students develop knowledge and understanding of the structure and function of organisms, Earth's biodiversity and the effect of evolution.

<input type="checkbox"/> Cells as the Basis of Life <input type="checkbox"/> Organisation of Living Things	60 indicative hours
<input type="checkbox"/> Biological Diversity <input type="checkbox"/> Ecosystem Dynamics	60 indicative hours
15 hours must be allocated to depth studies within the 120 indicative course hours.	

Year 12

In Year 12, students develop knowledge and understanding of heredity, genetic technologies and the effects of disease and disorders.

<input type="checkbox"/> Heredity <input type="checkbox"/> Genetic Change	60 indicative hours
<input type="checkbox"/> Infectious Disease <input type="checkbox"/> Non-infectious Disease and Disorders	60 indicative hours
15 hours must be allocated to depth studies within the 120 indicative course hours.	

What restrictions are there on entry to this course?

NESA considers a maximum number of HSC Science units in the pattern of study. Currently students can count a maximum of six Preliminary HSC units from courses in Science to satisfy pattern of study requirements and up to seven HSC units from courses in Science, if Science Extension is studied in Year 12.

Is there any other important information I should know?

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

More information about this course can be found on the NSW NESA website.

Chemistry

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

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

What prerequisites are there for entry into this course?

Students are required to get approval from the Head Teacher for entry into the course.

It is suggested that students undertaking Chemistry should be studying the Mathematics Advanced course.

What will I learn?

Year 11

Students develop knowledge and understanding of the fundamentals of chemistry and the trends and driving forces in chemical interactions.

<input type="checkbox"/> Properties and Structure of Matter <input type="checkbox"/> Introduction to Quantitative Chemistry	60 indicative hours
<input type="checkbox"/> Reactive Chemistry <input type="checkbox"/> Drivers of Reactions	60 indicative hours
15 hours must be allocated to depth studies within the 120 indicative course hours.	

Year 12

Students develop knowledge and understanding of equilibrium and acid reactions and the applications of chemistry.

<input type="checkbox"/> Equilibrium and Acid Reactions <input type="checkbox"/> Acid/base Reactions	60 indicative hours
<input type="checkbox"/> Organic Chemistry <input type="checkbox"/> Applying Chemical Ideas	60 indicative hours
15 hours must be allocated to depth studies within the 120 indicative course hours.	

What restrictions are there on entry to this course?

NESA considers a maximum number of HSC Science units in the pattern of study. Currently students can count a maximum of six Preliminary HSC units from courses in Science to satisfy pattern of study requirements and up to seven HSC units from courses in Science, if Science Extension is studied in Year 12.

Is there any other important information I should know?

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

More information about this course can be found on the NSW NESA website.

Investigating Science

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

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

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Year 11

Students develop knowledge and understanding of cause and effect and models, theories and laws.

<input type="checkbox"/> Cause and Effect- Observing <input type="checkbox"/> Cause and Effect – Inferences and Generalisations	60 indicative hours
<input type="checkbox"/> Scientific Models <input type="checkbox"/> Theories and Laws	60 indicative hours
30 hours must be allocated to depth studies within the 120 indicative course hours.	

Year 12

Students develop knowledge and understanding of science and technology and contemporary issues involving science.

<input type="checkbox"/> Scientific Investigations <input type="checkbox"/> Technologies	60 indicative hours
<input type="checkbox"/> Fact or Fallacy? <input type="checkbox"/> Science and Society	60 indicative hours
30 hours must be allocated to depth studies within the 120 indicative course hours.	

What restrictions are there on entry to this course?

NESA considers a maximum number of HSC Science units in the pattern of study. Currently students can count a maximum of six Preliminary HSC units from courses in Science to satisfy pattern of study requirements and up to seven HSC units from courses in Science, if Science Extension is studied in Year 12.

Is there any other important information I should know?

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

More information about this course can be found on the NESA website.

Physics

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

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

What prerequisites are there for entry into this course?

Students are required to get approval from the Head Teacher for entry into the course. It is suggested that students undertaking Physics should be studying the Mathematics Advanced course.

What will I learn?

Year 11

Students develop knowledge and understanding of fundamental mechanics and energy.

<input type="checkbox"/> Kinematics <input type="checkbox"/> Dynamics	60 indicative hours
<input type="checkbox"/> Thermodynamics <input type="checkbox"/> Electricity and Magnetism	60 indicative hours
15 hours must be allocated to depth studies within the 120 indicative course hours.	

Year 12

Students develop knowledge and understanding of advanced mechanics, electromagnetism and the role of evidence and prediction in the development of theories in physics.

<input type="checkbox"/> Advanced Mechanics <input type="checkbox"/> Electromagnetism	60 indicative hours
<input type="checkbox"/> The Nature of Light <input type="checkbox"/> From the Universe to the Atom	60 indicative hours
15 hours must be allocated to depth studies within the 120 indicative course hours.	

What restrictions are there on entry to this course?

NESA considers a maximum number of HSC Science units in the pattern of study. Currently students can count a maximum of six Preliminary HSC units from courses in Science to satisfy pattern of study requirements and up to seven HSC units from courses in Science, if Science Extension is studied in Year 12.

Is there any other important information I should know?

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

More information about this course can be found on the NESA website.

Science Extension

1 UNIT (Board Developed Course in Year 12)

ATAR Eligible

Course Description

Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.

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

What prerequisites are there for entry into this course?

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

What will I learn?

Year 12 (60 hours)

Students develop knowledge and understanding of science and technology and contemporary issues involving science.

Students develop a response to a scientific research question that requires the analysis of data from one, or a combination of, the disciplines of Science		
Modules	Indicative hours	Scientific Research Project
Module 1 - The Foundations of Scientific Thinking	10	Establish an area for scientific research ↓
Module 2 - The Scientific Research Proposal	10	Formulate the hypothesis for research ↓
Module 3 - The Data, Evidence and Decisions	20	Find or generate the data Apply methodologies to analyse the data ↓
Module 4 - The Scientific Research Report	20	Develop the Scientific Research Report and respond to the hypothesis ↓
Mandatory Scientific Research Report and Portfolio		

What restrictions are there on entry to this course?

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

More information about this course can be found on the NESAs website.

Business Studies

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

Business Studies encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large business. Through the case-study analysis of contemporary business strategies, the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

By completing this course, students will develop skills in research analysis, problem solving, decision making, critical thinking and communication. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities both within Australian society and in a global environment.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Business Studies aims to develop knowledge, understanding, skills and values which enable students to make judgements about the performance of business in a dynamic business environment.

Year 11

Nature of business	24 indicative hours
Business management	48 indicative hours
Business planning	48 indicative hours

Year 12

Operations	30 indicative hours
Marketing	30 indicative hours
Finance	30 indicative hours
Human Resources	30 indicative hours

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

No

More information about this course can be found on the NESA website.

Economics

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life. A student who has completed the Preliminary and HSC courses should have knowledge and skills enabling them to:

- comprehend the background and implications of contemporary economic issues.
- discuss appropriate policies to solve economic problems and issues.
- understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy.
- identify fluctuations in the global and Australian economies and their likely effect on business.
- understand reasons for changes in employment patterns.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

The aim of Economics is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

Year 11

The Preliminary course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments.

Introduction to Economics	12 indicative hours
Consumers and Business	12 indicative hours
Markets	24 indicative hours
Labour Markets	24 indicative hours
Financial Markets	24 indicative hours
Government in the Economy	24 indicative hours

Year 12

The HSC course focuses on the management of an economy and is therefore essentially macroeconomic in nature.

The Global Economy	30 indicative hours
Australia's Place in the Global Economy	30 indicative hours
Economic Issues	30 indicative hours
Economic Policies and Management	30 indicative hours

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

No

More information about this course can be found on the NESA website.

Geography

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world.

Geography has many dimensions, two of which are emphasised in this syllabus:

- the ecological dimension considers how humans interact with environments
- the special dimension focuses on where things are, why they are there and how people interact differently with environments in different places.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course. However, this course is based on the prior learning covered in Stage 4 and 5. The Fieldwork Task undertaken in Stage 5 Mandatory Geography develops essential skills which are later refined and built upon in the Senior Geography Project.

What will I learn?

The aim of Geography Stage 6 is to enable students to study the spatial and ecological dimensions of biophysical and human phenomena in a changing world.

Year 11

Biological Interactions	54 indicative hours
Global Challenges	54 indicative hours
Senior Geography Project	12 indicative hours

Year 12

Ecosystems at Risk	40 indicative hours
Urban Places	40 indicative hours
People and Economic Activity	40 indicative hours

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

Some learning experiences will be in the field, some in small group work and some in individual research investigations. Students should use practical experiences to develop their skills in management, observation, recording, interpretation and communication. Practical experiences should be used to achieve coverage of the content where specific case studies are required. Fieldwork is a means of understanding geographical environments and the nature of geographical inquiry.

More information about this course can be found on the NESA website.

Legal Studies

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

The Legal Studies Stage 6 course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.

Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. The course will assist in the development of students' knowledge of their basic legal rights and responsibilities in a broad selection of contexts which appeal to their interests.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level.

Year 11

The Legal System	48 indicative hours
The Individual and the Law	36 indicative hours
Law in Practice	36 indicative hours

Year 12

Crime	36 indicative hours
Human Rights	24 indicative hours
Two (2) options chosen from: <input type="checkbox"/> Consumers <input type="checkbox"/> Global Environment Protection <input type="checkbox"/> Family <input type="checkbox"/> Indigenous Peoples <input type="checkbox"/> Shelter <input type="checkbox"/> Workplace <input type="checkbox"/> World Order	30 indicative hours

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

No

More information about this course can be found on the NESA website.

Work Studies

2 UNIT (Content Endorsed Course)

NON-ATAR Eligible

Course Description

The Work Studies is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment.

The nature of work is constantly changing, reflecting related changes in society, technology and the economy, as well as through globalisation. The world of work and how individuals engage in work is being transformed. Students will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and obtain new experiences will be part of the future world of work.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Work Studies aims 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.

Course	Units	Indicative Hours	Structure	
			Core	Modules
2 Year Course	2	240	30 hours	210 hours

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

No

More information about this course can be found on the NESA website.

Computing Applications

2 UNIT (Content Endorsed Course)

Course Description

The aim of Computing Applications Stage 6 is to develop students' capacity to be critical, ethical, competent and confident users of information and communication technologies in order to participate in a range of work, study and other life situations.

Computing Applications Stage 6 provides an extensive range of opportunities and contexts in which students can develop competencies considered essential for further education, work and fulfilment as members of Australian society.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

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

Modules	
Communications I	Communications II
Databases	Hardware and Software Skills
Desktop Publishing I	Desktop Publishing II
Graphics I	Graphics II
Multimedia I	Multimedia II
Spreadsheets I	Spreadsheets II

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

It is a course requirement that individual and/or group project work must form part of the teaching and learning program. Project work will be integrated throughout modules; however, it is a minimum requirement that a project forms a significant part of at least one module.

More information about this course can be found on the NESA website.

Food Technology

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

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

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

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Year 11

Food Availability and Selection	30% of course time
Food Quality	40% of course time
Nutrition	30% of course time

Year 12

The Australian Food Industry	25% of course time
Food Manufacture	25% of course time
Food Product Development	25% of course time
Contemporary Nutrition Issues	25% of course time

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

Completion of the 2 Unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

More information about this course can be found on the NESA website.

Industrial Technology – Multimedia Technologies

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

Industrial Technology at Stage 6 will develop a students' knowledge and understanding of the Multimedia industry and its related technologies highlighting the importance of design, management and production through practical experiences and applications. This course consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area of Multimedia Technologies. practical applications.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Year 11

The following sections are taught in relation to Multimedia Technologies:

Industry Study	structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety	15% of course
Design	elements and principles, types of design, quality, influences, affecting design	10% of course
Management and Communication	development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies	20% of course
Production	display a range of skills through the construction of a number of projects	40% of course
Industry Related Manufacturing Technology	understanding of a range of materials, processes, tools and equipment, machinery and technologies	15% of course

Year 12

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

Industry Study	15% of course
Major Project <input type="checkbox"/> Design, Management and Communication <input type="checkbox"/> Production	60% of course
Industry Related Manufacturing Technology	25% of course

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

More information about this course can be found on the NESA website.

Industrial Technology – Timber Products and Furniture Technologies

2 UNIT (Board Developed Course)

ATAR Eligible

Course Description

Industrial Technology at Stage 6 will develop a students' knowledge and understanding of the timber and furniture industry and its related technologies highlighting the importance of design, management and production through practical experiences. This course consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area of timber products and furniture industries.

What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

What will I learn?

Year 11

The following sections are taught in relation to the timber products and furniture industries:

Industry Study	structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety	15% of course
Design	elements and principles, types of design, quality, influences, affecting design	10% of course
Management and Communication	development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies	20% of course
Production	display a range of skills through the construction of a number of projects	40% of course
Industry Related Manufacturing Technology	understanding of a range of materials, processes, tools and equipment, machinery and technologies	15% of course

Year 12

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	15% of course
Major Project <input type="checkbox"/> Design, Management and Communication <input type="checkbox"/> Production	60% of course
Industry Related Manufacturing Technology	25% of course

What restrictions are there on entry to this course?

Nil

Is there any other important information I should know?

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

More information about this course can be found on the NESA website.

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

Board Developed VET courses are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

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.



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

Course: **Construction**
Board Developed Course

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

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

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

Mandatory Units of Competency

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

Electives 6 out of the following

- CPCCJN2001A Assemble components AND
- CPCCJN2002B Prepare for off-site manufacturing process OR
- CPCCWF2001A Handle wall and floor tiling materials AND
- CPCCWF2002A Use wall and floor tiling tools and equipment OR
- CPCCBL2001A Handle and prepare bricklaying and blocklaying materials AND
- CPCCBL2002A Use bricklaying and blocklaying tools and equipment

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

Additional units required to attain a HSC credential in this course

- CPCCCM2006B Apply basic levelling procedures
- CPCCWHS1001 Prepare to work safely in the construction industry.

The construction induction certificate (CIC or white card) will be issued by SafeWork NSW upon provision of evidence from an RTO that this competence has been achieved. This will allow student access to construction sites across Australia for work purposes.

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

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

Recommended Entry Requirements

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

Examples of occupations in the construction industry:

- building
- bricklaying
- concreting
- carpentry
- shop fitting
- joinery

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$ 30.00

Refund Arrangements on a pro-rata basis

Consumables \$ 70

Please see your VET teacher to enquire about financial assistance.

Other White Card \$30.00

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

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



2023 ENTERTAINMENT INDUSTRY COURSE DESCRIPTION

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

Course: **Entertainment Industry**
Board Developed Course

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

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

**Statement of Attainment towards
CUA30415 Certificate III in Live Production and Services *
Based on CUA Creative Arts and Culture Training Package
Version 5.1 (CUA 5.1)**

Units of Competency

Core

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

Electives

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

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

Additional requirement: Entertainment Industry Specialisation Course

1 HSC unit only

To receive the full qualification CUA30415 Certificate III in Live Production and Services students must be deemed competent in all units from the 4 unit Preliminary and HSC course listed above and the units in the specialisation course outlined below.

Units of Competency

- BSBWOR301 Organise personal work priorities and development
- CUAPPR314 Participate in collaborative creative projects
- CUALGT314 Install and operate follow spots

Recommended Entry Requirements

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

Examples of occupations in the Entertainment Industry

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

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Course Costs: Resources \$80.00

Consumables \$40.00

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

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

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



2023 HOSPITALITY FOOD and BEVERAGE COURSE DESCRIPTION

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

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

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

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

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

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

Units of Competency

Core

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

Electives

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

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

Recommended Entry Requirements

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

Examples of occupations in the hospitality industry:

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

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$ 40.00

Consumables \$ 100

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

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

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

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

2023 SPORT COACHING COURSE DESCRIPTION

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

Course: **Sport Coaching – Certificate III**
Board Endorsed Course

4 Preliminary and/or HSC units in total
Does not contribute to the Australian Tertiary Admission Rank (ATAR)

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

SIS30519 Certificate III in Sport Coaching
Based on the Sport, Fitness and Recreation Training Package Version 1.0 (SIS v4.1)

Units of Competency

Core

HLTWHS001	Participate in workplace health and safety
SISSSCO002	Work in a community coaching role
SISSSCO005	Continuously improve coaching skills and knowledge
SISSSCO003	Meet participant coaching needs
BSBOPS403	Apply business risk management procedures
HLTAID011	Provide first aid (To be delivered by an external RTO or via IVET for approved trainers from RTO 90072)

Electives

SISSCO012	Coach sports participants up to an intermediate level
SISXIND006	Conduct sport, fitness and recreation events
Complete 2 out of these 3 Units of Competency	
SISXCAI009	Instruct strength and conditioning techniques
SISSSOF002	Continuously improve officiating skills and knowledge
SISXDIS001	Facilitate inclusion for people with a disability

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

Recommended Entry Requirements

Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class homework, research activities and cluster based assessments for students to complete.

Examples of occupations in the sport, fitness and recreation industry:

- | | |
|---|---|
| <input type="checkbox"/> Sports Coach or Trainer | <input type="checkbox"/> Sports Official |
| <input type="checkbox"/> Assistant Coach | <input type="checkbox"/> Sports Event Manager |
| <input type="checkbox"/> Sport Administration Officer | <input type="checkbox"/> Team Manager |

Mandatory HSC Course Requirements

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

External Assessment There is no Higher School Certificate (HSC) examination for the Sport Coaching course.

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$25.00

The First Aid certificate is delivered by an external RTO at a cost of **\$75.00**

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

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

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

TAFE COURSES

- Students may wish to consider any one of these courses, however, they must be aware that a merit selection process exists, with limited numbers in most courses.
- Students would also need to consider the campus at which any one particular course is available and how accessible that is for them on a weekly basis.
- For 2022, TAFE Courses, Campuses & Delivery Days: Students should consult the EVET course flyers for more information. Contact Ms Waibel for more information.
- Students attending TAFE will be responsible for keeping up-to-date with any work, from lessons that they may miss, when they attend TAFE.
- Students also need to check whether or not a particular TAFE course contributes to their ATAR.
- Undertaking a TAFE course also needs to be discussed with the Senior Executive during subject selection interviews as part of their overall education plan for Stage 6.

Enrolling in an EVET course

- 1) Research your son/daughter's desired course using the EVET 2022 guide and 2022 EVET online course list at <https://www.tafensw.edu.au/documents/60140/76288/TVET-Brochure.pdf>
- 2) Your son/daughter has a choice to study EVET courses in 2 regions. Make either a selection through Sydney Institute or South Western Sydney Institute.
- 3) Check the offer days, Picnic Point offers EVET **only on** Tuesdays, alternative days can be organised by request if Tuesdays are not available in your desired course **or** if you are choosing two EVET courses.
- 4) For Year 11 students, please ensure that the course is a **240 hours course** or 2x2 units/years course. The **120 hours course** or 2x1 units/years course is only available for Year 12. Please select and fill out the Expression of Interest forms as per instructions.
- 5) Once you have made your selections fill out the 'Expression of Interest to Undertake an EVET Course'. Complete all relevant sections. Contact Ms Waibel for more information.
- 6) Please ensure in section 1 that you enter the EVET offer code and course name, this can be found on the course summary sheet. *For example Animal Studies at Ultimo, 2 year course code is 14/UL897.*
- 7) **Please leave the NESA number for the school to complete.**
- 8) **Apply online for a Unique Student Identifier (USI)** using the 'how to sheet' provided, write the number on the form.
- 9) Please make sure all pages are completed including the student's declaration.
- 10) Both parent and student must sign in their relevant space.
- 11) Please return completed forms to Ms Waibel in Careers.

Withdrawal from a course

Students who wish to withdraw from a course must do so before week three (3) of the first TAFE term. There is a process to follow for course withdrawal and failing to follow this procedure could lead to the student being ineligible for the Preliminary Year.

To withdraw from a course, a '**Withdrawal from a course**' form must be filled out, signed and return to Ms Waibel.

HSC and ATAR Information

Does my EVET course contribute units towards my HSC?

Yes! All TVET courses count towards your HSC.

Only the Industry Curriculum Framework courses count towards your ATAR and require mandatory work placement. These courses include:

Automotive	Business Services	Construction
Electrotechnology	Entertainment	Financial Services
Hospitality	Human Services	Information and Digital Technology
Metal & Engineering	Primary Industries and Retail	Tourism

The HSC exam may be optional for these courses but you must have studied the courses for **two years** to be eligible for the exam.

Attendance

Most EVET courses are offered one afternoon per week for a 4 hour class. Some courses include a block session, i.e. a full day or series of days. This allows students the opportunity to make full use of workshops and to ensure that course content is thoroughly covered. You would be notified if your course included a block component.

You are expected to attend every EVET class. Punctuality and attendance at TAFE should be given the highest priority. TAFE is required to inform the school of your attendance pattern.

There is no formal attendance requirements, however it is expected that students miss no more than 2 classes during the course. If you miss classes, the teacher may determine that, as a result of absence, you have not met the course completion criteria. This can result in HSC ineligibility. You **MUST** inform Ms Waibel in advance where possible if you plan to be absent on a day that you are scheduled to attend TAFE.

It is also the student's responsibility to contact their TAFE teacher and also let them know. For unplanned absences, you must provide PPHS with a satisfactory note from home, as per the procedures outlined in the school's processes for absence.

Signing in and out of PPHS

All students attending an EVET course are required to sign out of school via the front office when they leave for TAFE. Students will be issued with a flexible timetable pass from the office which will allow them to sign out and travel to TAFE. Most EVET courses run on a Tuesday starting at 1pm. Students will sign out at Recess and miss only Period 3.

Catching up on missed school work, due to your TAFE schedule, is each individual student's responsibility. TAFE courses often run during a school afternoon and students could miss out on lessons from other subjects. Students should be mindful of this and take the necessary action to ensure they are up to date with their work.

More Information

Students should see Ms Waibel to access additional TAFE Information and resources, if considering EVET courses as an option.

20 Virtual courses offered from 2023 through TAFE Launchpad

TAFE NSW Schools Launchpad is a different way to think about school and TAFE-delivered Vocational Education and Training (TVET). These 20 virtual courses combine teacher-led virtual classrooms with workshops and work placements across a range of exciting career areas within growth industries.

Virtual Classrooms include:

<i>Accounting</i>	<i>Allied Health Assistant</i>	<i>Automotive Technology</i>
<i>Big Data</i>	<i>Business Operations</i>	<i>Aged Care</i>
<i>Cloud Computing</i>	<i>Conservation Management</i>	<i>Construction and Virtual Design</i>
<i>Cyber Security</i>	<i>Digital Supply Chain</i>	<i>Entrepreneurship</i>
<i>Events and Virtual Experiences</i>	<i>Game Design</i>	<i>Health Administration</i>
<i>Horticulture</i>	<i>Real Estate</i>	<i>Robotics</i>
<i>Web Design and Development</i>		

Students will need:

- Laptop or computer with reliable internet, headset, and webcam with a search engine, printer/scanner and a smartphone to photograph and upload work
- Commit 7-10 hours per week for homework tasks, assessments and a 3 hour virtual classroom lesson per week.
- Mandatory work placement of 70-120 hours over year 11-12 (all courses)
- Workshop days held during school time or during school holidays at TAFE.

Please speak to Careers Adviser for further information

NOTES ON CHOOSING YOUR SUBJECTS

When selecting your subjects, please read the Subject Selection Booklet carefully.

Given these requirements, you should also follow the four steps outlined below when choosing your Year 11/12 subjects.

1. What are your strengths? Choose subjects you enjoy and do well in to maximise your ATAR.
2. Consider tertiary prerequisites.
3. Be realistic in your aspirations and course selections.

The following points should be considered:

- Although a broad range of courses are initially offered to students, in the natural course of events it may not be viable for the school to follow through on all course offerings.
- If a student is not able to select a course within the school structure, then it may be possible to pursue a course via OTEN, or Sydney Distance Education.
- In some instances it may be in a student's best interests to pursue their HSC over several consecutive years. The guidelines to do so are set by NESA under the Pathways Program. Please consult Mr Millican if you believe this may apply to you.
- Students studying EVET courses are to be assessed with a prescribed set of competencies pertaining to each particular course. The level of competency attained can then lead to eligibility for varying AQF certificates. Each EVET course may have a different level of accreditation. [AQF – Australian Qualifications Framework]
- Some courses have set exclusions; that is to say, they cannot be studied in conjunction with all or part of an overlapping course. These exclusions need to be checked before course selection is finalised.
- The school structure usually caters for the prescribed 12 units of study within the 'normal' day 8.45am-3.06pm. Please ensure that your course selection adds up to at least 12 units in Year 11. Extension courses may need to be timetabled beyond the 'standard' school day at lunchtime, before 8.45am or after 3.06pm.