

**Northmead Creative &
Performing Arts High School**



**PRELIMINARY AND
HSC COURSE
INFORMATION HANDBOOK**

2021 - 2022



PRINCIPAL:

Mrs N E Vazquez

DEPUTY PRINCIPALS:

Mrs F Clifton
Mr M Milne
Ms M Scott

CAREERS ADVISER:

Mrs J Koranyi

YEAR 10 ADVISER:

Ms M McCrossen

Assistant Advisor:

Mr J Williams

PRINCIPAL'S MESSAGE

In consultation with your parents you must decide how your education is to continue. It is important now for you to understand that education is both a preparation for life and a means of obtaining future employment. Life in the 21st century demands that we are committed to lifelong learning, with the ability to problem solve using our creativity and imagination. All students improve their prospects for the future by the continuation of their education in an appropriate form.

Australians are quickly coming to realise that it is essential to continue with their education throughout their lives and to constantly upgrade their skills. Australia now, and even more so in the future, needs a highly skilled workforce that is creative and innovative. There are very few jobs for workers without specific skills and/or training, and education.

With so many changes occurring in society it is important that your education gives you the opportunity for lifelong learning, It is difficult to predict what jobs will exist in the future. It is possible that you will follow several very different careers during your working life, associating changes with the fast-paced technological changes we see in society.

As Year 10 students you have to decide what pathway your education is to take. Choose the pathway that will best suit your needs.

Today students stay at school until they are at least 17 years of age and work towards the award of a Preliminary Certificate and/or Higher School Certificate. This can be constructed in a variety of ways. Students may opt to complete the HSC in two years or take up to five years. Whichever pathway students choose, there will be flexibility to choose ATAR, Voc. Ed pathway, or a Non ATAR pathway. At Northmead Creative and Performing Arts High School we have planned a broad curriculum with a wide variety of subjects to meet the individual needs of students.

In Year 11 you can study subjects within a structure which allows you to take courses most suited to your particular interests, needs and future.

Think carefully about your future and be very realistic about the reasons you are selecting subjects. They should be appropriate to your interests, passion, needs and abilities. Research career options to ensure you meet the pre-requisite for possible career learning.

Your HSC should be regarded as a very important credential which has many uses. It is not just a means of gaining entry into tertiary study. Many students do not need an HSC for university. For others it may be a credential for future study at TAFE; for others a credential for apprenticeships, traineeships or employment.

There needs to be a balance in the selection of your subjects to reflect the requirements for future study or employment and the subjects in which you excel and enjoy.

I hope this booklet will assist you to choose wisely and I wish you every success in the educational pathway you decide to pursue. This information needs to be considered in conjunction with the program of individual advice that you will receive from your family, teachers, Careers Adviser and Senior Executive.

I look forward to supporting you in the senior school.



N E Vazquez
PRINCIPAL

INTRODUCTION

YR 10: THE YEAR OF DECISIONS

This information is designed to provide a guide for students entering the Senior School. This is called Stage 6 and is divided into two components:

The Preliminary Course (Year 11) and the HSC Course (Year 12)

The decision to continue to the Senior years at school is a **pathway** choice. At sixteen plus students often feel the need to gain financial independence and be free of the restrictions they may have at home, at school and in their social life and this causes many problems both at home and at school.

Students must realise that to succeed or indeed achieve any real satisfaction in the Senior School, they **MUST ACCEPT RESPONSIBILITY FOR THEIR OWN EDUCATION**.

All students must study a minimum of twelve (12) units in Year 11. These Units must include 2 Units of English. The remaining Units may be chosen by the student from the whole range of subjects.

*The move to Senior Study is a big one and students must be prepared to commit themselves to **work hard in class and to at least spend 3 hours of homework and study every day if they wish to keep up with the senior workload and gain benefit from higher education.***

Motivation is a vital factor in achieving success. Students must therefore choose the right subjects and the right levels within those subjects.

Students must also be prepared to develop the following:

- a) commitment to **daily** study and homework.
- b) commitment to **listen**, take **notes** and participate in class.
- c) willingness to balance other activities with a focus on study – ie maintain good time management skills.
- d) the necessary skills of fast and efficient **reading**.
- e) the ability to organize work and study without constant supervision and teacher directions;
- f) the necessary skills for successful **essay writing** and **examination** conditions;
- g) effective research and library usage skills.
- h) the ability to seek help when required.

HOW & WHY TO CHOOSE

The subjects you do at school can influence the type of career you choose. Everyone is good at something! Doing subjects and activities that you like can make life more rewarding and will motivate you to work harder.

HOW DO I DECIDE?

THE GOLDEN RULES FOR CHOOSING SUBJECTS

- **ABILITY** Choose subjects you are good at
- **INTEREST** Choose subjects you are interested in
- **MOTIVATION** Choose subjects you really want to learn
Consider what subjects would be **beneficial** for particular jobs, but only do subjects you are **INTERESTED** in and/or **GOOD** at otherwise, you will quickly dislike them and will not do your best.
- **TAKE TIME** Seriously consider your choices, your decision, and the effects of your decision

WHAT RULES NOT TO USE FOR CHOOSING SUBJECTS

- **FRIENDS** Your friends often have different abilities, interests and motivation to you.
- **TEACHERS** Don't choose a subject because your favourite teacher may be teaching it. Teachers are often given other classes or change schools. Choose for YOU.
- **EXCURSIONS** Many subjects have excursions - not just one subject. You could endure years of misery for one particular excursion, if you are not suited to that subject.
- **'RUMOURS'** It is pointless to do a subject you are NOT interested in, or NOT good at because of rumours about scaling. If you perform poorly in the subject, it is unlikely that you will get into the tertiary course.
- **'SOFT OPTIONS'** None of the subjects you will have the choice of doing are 'soft options' subjects. Every subject has its own academic rigour.
- **'BOYS' SUBJECTS/ 'GIRLS' SUBJECTS** There are no separate subjects for boys and girls. If you are good at or interested in a subject, then do it for YOU.

REQUIREMENTS FOR THE AWARD OF THE HSC

Preliminary Course (Year 11)

- Minimum of 12 Units must be studied

HSC Course (Year 12)

- Minimum of 10 Units must be studied. At NCAPAHS students undertake 12 units of study.
- Students must **satisfactorily complete** the Preliminary Course before they are eligible to commence the corresponding HSC Course.

BOTH THE PRELIMINARY AND HSC COURSES MUST INCLUDE:

- At least six (6) units from Board Developed Courses including at least 2 units of a Board Developed Course in English
- At least three (3) courses of 2 units value or greater
- At least four (4) subjects (including English)
- At most six (7) units of courses in Science can count towards Higher School Certificate eligibility

COURSE COMPLETION CRITERIA

To complete satisfactorily a Preliminary or HSC course a student must have:

- followed the course developed or endorsed by the Board
- applied himself/herself with diligence and sustained effort to set tasks and experiences in the course
- achieved some or all of the course outcomes

Most courses are 2 Units = 6 periods per cycle = 100 marks
--

TYPES OF COURSES

(A) Board Developed Courses (ATAR Courses)

Syllabus developed by NESAs

- Have specific course objectives, structure and course outcomes
- Two (2) years course – Preliminary + HSC course
- Assessment component + External HSC Exam
- Counts toward ATAR
- Course, all 2 unit value

Some courses are considered Category B for ATAR purposes. These include:

- ALL VET Framework Courses
- Exploring Early Childhood
- Photography
- Sport Lifestyle Recreation (SLR)
- Visual Design

NESA Developed Extension Courses are offered.

- Both English and Mathematics have Preliminary + HSC Extension Courses
- HSC Extensions are available in History, Music, Languages, Science and some VET courses.

(A) Board Developed Courses (ATAR Courses) (Continued)

SUBJECT	PRELIMINARY AND HSC COURSES (2 UNIT)
Agriculture	<i>Agriculture</i>
Ancient History	<i>Ancient History</i> <i>HSC History Extension¹</i>
Biology	<i>Biology²</i>
Business Studies	<i>Business Studies</i>
Chemistry	<i>Chemistry²</i>
Community and Family Studies	<i>Community and Family Studies</i>
Dance	<i>Dance</i>
Design and Technology	<i>Design and Technology</i>
Drama	<i>Drama</i>
Economics	<i>Economics</i>
Engineering	<i>Engineering</i>
English	<i>English Standard</i> <i>English Extension -1 and 2</i> <i>English Advanced</i> <i>EAL/D</i>
Food Technology	<i>Food Technology</i>
Geography	<i>Geography</i>
Industrial Technology	<i>Industrial Technology(Multimedia or Timber)</i>
Information Processes and Technology	<i>Information Processes and Technology</i>
Investigating Science	<i>Investigating Science</i>
Languages	<i>Language Beginners</i> <i>Language Continuers</i> <i>Language Native Speakers</i>
Legal Studies	<i>Legal Studies</i>
Mathematics	<i>Standard</i> <i>Mathematics Advanced</i> <i>Mathematics Extension – 1 and 2</i>
Modern History	<i>Modern History</i>
Music	<i>Music I³</i> <i>Music 2</i> <i>Music Extension</i>
PD/Health/PE	<i>PD/Health/PE</i>
Physics	<i>Physics²</i>
Society and Culture	<i>Society and Culture</i>
Studies of Religion	<i>Studies of Religion II (2 Unit)</i>
Textiles and Design	<i>Textiles and Design</i>
Visual Arts	<i>Visual Arts</i>

HSC COURSE NOTES

A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology and Dance. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

1. There is only one (1) History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both.
2. You may not include any more than six (6) units of the following Science courses: Biology, Chemistry, Earth and Environmental Science, Physics and Investigating Science in meeting the twelve (12) Preliminary units.
3. You must study Music Course 2 if you wish to study HSC Extension Music.
4. You can only study one of the following Industrial Technology Timber or Industrial Technology

Multimedia

5. You may not study both the Studies of Religion II course and the Studies of Religion I course.

Whether a class is formed will depend on the number of students electing to study the particular course and on the availability of teachers.

- (B) Board Endorsed Courses (Non ATAR) Syllabus** endorsed by NESA to cater for special interest.

- 2 Unit Courses
- 1 or 2 year courses
- Assessment Component
- No external HSC Exam - internal testing
- Does **NOT** count towards ATAR

At Northmead Creative & Performing Arts High School, Board Endorsed Courses offered are:

English Studies 2 Unit (Yr12 only)
Exploring Early Childhood 2 Unit
Photography & Digital Imaging 2 Unit
Sport, Lifestyle and Recreation 2 Unit
Visual Design 2 Unit

(C) VET Courses

Vocational Education and Training Courses are either Board Developed or Board Endorsed Courses.

VET Board Endorsed Courses Can only be one via TAFE and are called EVET courses.

VET Board Developed courses are grouped into frameworks in:

- Business Services
- Construction
- Information Technology
- Tourism and Hospitality
- Metal and Engineering
- Primary Industries
- Retail
- Entertainment

Framework Courses:

- Are competency based
- Have mandatory two (2) week workplace component
- Gain HSC and ASQA Industry accreditation
- Include an optional written HSC Exam
- If wanting an ATAR only one of these courses can count towards your mark.
- Can count towards ATAR (if students select to sit for HSC exam)

At Northmead Creative & Performing Arts High School Framework Courses offered are:

Construction
Hospitality
Entertainment
Sports Coaching
Retail Services
Assistant Dance Teaching

REQUIREMENTS FOR ENTRY TO UNIVERSITY

ATAR – AUSTRALIAN TERTIARY ADMISSIONS RANK

INTRODUCTION

Admission to most University courses in New South Wales is based on performance in the Higher School Certificate. Applicants for each course are **ranked** in order of merit using the **Australian Tertiary Admission Rank (ATAR)**. This is calculated using the student's **scaled examination marks** and **moderated school assessment marks**.

The ATAR serves two purposes. It is used to select students for the limited number of places available in University courses and so allow the fairest possible assessment between students with differing backgrounds and choices of subjects. It is also used to indicate the likelihood of success at University and so must give some additional weight to those subjects and levels which prepare students for tertiary study.

ATAR RULES

Before a student can have a ATAR calculated, he/she must first satisfy the eligibility requirements.

Eligibility for a ATAR

- To be eligible for a ATAR a student must complete at least ten (10) units of Board Developed Courses including at least two (2) units of English.
- The Board Developed courses must include at least three (3) courses of two units or greater, and at least four (4) subjects.
 - Students must complete at least 8 units of Category A Courses.

Calculation of the ATAR

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:

- * the best two (2) units of English, plus
- * best eight (8) units from the remaining units, subject to the provision that no more than ~~two~~ (2) units of Category B courses be included.

Category B subjects include:

- Construction Pathways
- Hospitality Food and Beverage
- Sports Coaching
- Entertainment
- Any other EVET Framework courses such as Retail traineeships
- Maths Standard 1
- Assistant Dance Teaching
- English Studies
- Retail services

UNIVERSITY ADMISSION – PRE-REQUISITES AND ASSUMED KNOWLEDGE

If you are considering a career which requires a course of study at University then you should be aware of the fact that entrance to the course may depend on **the subjects you have chosen** for the HSC and not just the ATAR you receive. Therefore, all students must be aware of the **Course Prerequisites** and/or **Subject Prerequisites**, and/or **Assumed Knowledge** that may be required for entrance to the course of their choice. Consult your Careers Adviser as well as specific Tertiary Institutions.

STUDYING EXTERNAL COURSES WHILST AT NORTHMEAD

1. EVET (TAFE - Delivered Vocational Education and Training)

- are vocational courses studied at a TAFE College in Years 11 and 12 as part of your HSC
- count towards both your HSC and a TAFE qualification
- can give you a nationally recognized qualification
- allow you to gain work related skills
- may provide advanced standing for TAFE or further education
- are designed for all students
- are available in a variety of industry areas

Do EVET Courses count towards my ATAR?

Industry Curriculum Framework courses are Board Developed and can contribute to your ATAR if 240 hr course and examination is completed.

Industry Curriculum Framework courses at TAFE include:

- Business Services
- Events
- Construction
- Entertainment
- Information Technology
- Metal and Engineering
- Human Services
- Retail
- Automotive
- Tourism and Hospitality
 - Tourism (Sales/Office)
 - Hospitality(Accommodation)

Non-Framework Courses

Accounting counts towards an ATAR.

All other Courses are Board Endorsed and contribute to your HSC but do not give you a ATAR. Examples of courses are: *Child Studies, Radio Broadcasting, Music Industry, Motor Mechanics Plumbing, Animal Care, Hairdressing etc.*

Students interested in EVET courses for 2021 need to complete a **SEPARATE Application Form**, which must be handed in with your subject selection form. Late applications are accepted, but places are limited, as students from other schools are also competing for positions.

Student Selection

Students are advised to speak to the Career Adviser, Ms Koranyi to select a course which best meets their educational and vocational needs.

Students must include their TAFE course as one of the 12 units to be selected.

Students can expect to receive notification of acceptance/non-acceptance by November. Most TAFE courses usually run from 1.30 – 5.30pm, i.e. partly during school hours and may therefore clash with other subjects on the timetable. It is the responsibility of the student to negotiate this with his/her class teacher and careers adviser early next year.

EVET courses will be timetabled for a Monday afternoon, and students must select TAFE on that line of subjects.

See separate pages outlining the EVET courses being offered by Western Sydney Institute of TAFE, delivered at Colleges at Baulkham Hills, Blacktown, Nirimba, Mount Druitt and Penrith; South Western Sydney Institute of TAFE at Granville College and Sydney Region at Meadowbank, Hornsby and Ryde.

EXTERNAL COURSES (Continued)

2. THE OPEN HIGH SCHOOL/DISTANCE EDUCATION

This is a correspondence school which, under certain conditions, provides courses which are not part of a school's timetabled curriculum. Students undertaking any correspondence course should be highly self-motivated independent learners and prepared to complete set work with a minimum of supervision (cost depending on the subject). The school is only allowed to enroll a very limited number of students in the Open High School. Further details are available from the Careers Office. There are only 6 places offered per year for our school in Open High School

3. SATURDAY LANGUAGE SCHOOL

As indicated, students attend classes on a Saturday at one of a number of high schools across Sydney. Students are instructed in a range of community language to HSC level as long as their school is unable to provide a course in their background language. Students must gain permission from their home school for enrolment to be carried out. Application forms available from Careers Office and must be completed by November.

CHANGING SUBJECTS OR COURSES

It is not advisable to have the attitude that you can 'try out' subjects and change them if you don't like them. It is wiser to find out as much as you can about courses **BEFORE** you select them. The time to find out is **NOW**. Changing a subject or course can result in hours of extra work to catch up because the Preliminary Course requirements have to be met in every subject.

The NSW Education Standards Authority has rules governing this changing process. Any student who wishes to change courses or subjects must consult with your Student Adviser, Careers Adviser and Principal for the application process.

The subjects on offer for students have been organised by Key Learning Areas.

- English (the only mandatory KLA)
- CAPA – the Creative and Performing Arts
- HSIE - Human Society and Its Environment
- LOTE – Languages other than English
- MATHEMATICS
- PDHPE – Personal Development, Health and Physical Education
- SCIENCE
- TAS – Technical and Applied Sciences
- VET – Vocational Educational Courses

It is important to note that many senior courses have a mandatory fee associated.

Key Learning Area	Subjects	Page
ENGLISH	English Advanced	13
	English Standard	14
	English EAL/D	15
	English Studies	17
	English Extension 1	18
	English Extension 2	19
CAPA	Circus	20
	Dance	21
	Drama	22
	Music Course 1	23
	Music Course 2	24
	HSC Music Extension	25
	Photography + Digital Imaging	26
	Visual Arts	27
Visual Design	28	
HSIE	Ancient History	29
	Business Studies	30
	Economics	31
	Geography	32
	History Extension	33
	Legal Studies	34
	Modern History	35
	Society and Culture	36
	Studies of Religion	37
LOTE	Japanese Beginners	38
	Japanese Continuers	39
MATHEMATICS	Mathematics Advanced	41
	Mathematics Extension 1	43
	Mathematics Extension 2	45
	Mathematics Standard 1 & 2	47
PDHPE	PD/H/PE	49
	Sport Lifestyle and Recreation	50
Science	Agriculture	51
	Biology	53
	Chemistry	54
	Investigating Science	55
	Physics	56
TAS	Community and Family Studies	57
	Design and Technology	58
	Engineering Studies	59
	Exploring Early Childhood	60
	Food Technology	61
	Industrial Technology Multimedia	62
	Industrial Technology Timber	63
	Information Processes and Technology	64
	Textiles and Design	65
VET	Assistant Dance Teaching	68
	Construction	69
	Entertainment	70
	Hospitality	71
	Information and Digital Media Technology	72
	Retail	73
	Sports Coaching	74
TAFE	Certificate III in Aviation	75

English Advanced		Course: ATAR – 2 Unit	
2 units for each of Preliminary and HSC (Standard); Board Developed Course		Exclusions: English English (EAL/D) English (Studies)	
Course Description The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.			
Year 11 Course Content Common Module: Reading to Write (40 hours) Module A: Narratives that Shape our World (40 hours) Module B: Critical Study of Literature (40 hours)			
HSC Course Content Common Module: Texts and Human Experiences (30 hours) Module A: Textual Conversations (30 hours) Module B: Critical Study of Literature (30 hours) Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)			
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of: <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 			
Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by NESA	To be advised	Knowledge and understanding of course content Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50% 50%
The Year 12 formal school-based assessment program for English Advanced reflects the following requirements: <ul style="list-style-type: none"> • a maximum of four assessment tasks • the minimum weighting for an individual formal task is 10% • the maximum weighting for an individual formal task is 40% • one task may be a formal written examination with a maximum weighting of 30% • one task must focus on Module C – The Craft of Writing with a minimum weighting of 25% • one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes • assessment of the Common Module must integrate student selected related material 			
Faculty: English – Ms S Lee Course Fee Year 11 \$20			

English Standard		Course: ATAR – 2 Unit	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: English (Advanced); English (EAL/D); English (Extension); English (Studies)	
Course Description The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.			
Year 11 Course Content Common Module: Reading to Write (40 hours) Module A: Contemporary Possibilities (40 hours) Module B: Close Study of Literature (40 hours) HSC Course Content Common Module: Texts and Human Experiences (30 hours) Module A: Language, Identity and Culture (30 hours) Module B: Close Study of Literature (30 hours) Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)			
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of the following: <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 			
Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by NESA	To be advised	Knowledge and understanding of course content Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50% 50%
The Year 12 formal school-based assessment program for English Standard reflects the following requirements: <ul style="list-style-type: none"> • a maximum of four assessment tasks • the minimum weighting for an individual formal task is 10% • the maximum weighting for an individual formal task is 40% • one task may be a formal written examination with a maximum weighting of 30% • one task must focus on Module C – The Craft of Writing with a minimum weighting of 25% • one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes • assessment of the Common Module must integrate student selected related material 			
Faculty: English – Ms S Lee Course Fee Year 11 \$20			

English as an Additional Language/Dialect		Course: ATAR – 2 Units	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: English (Standard); English (Advanced); English (Extension); English (Studies)	
Course Description The English EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.			
Year 11 Course Content Module A: Language and Texts in Context (30-40 hours) Module B: Close Study of Text (30-40 hours) Module C: Texts and Society (30-40 hours) Optional teacher-developed module (Up to 30 hours)			
HSC Course Content Module A: Texts and Human Experiences (30 hours) Module B: Language, Identity and Culture (30 hours) Module C: Close Study of Text (30 hours) Focus on Writing (concurrent module) (30 hours)			
Particular Course Requirements Across Stage 6 the selection of texts must give students experience of the following: <ul style="list-style-type: none"> • A range of types of texts inclusive of prose, fiction, drama, poetry, nonfiction, film, media and digital texts • Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the people of cultures of Asia. • A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insight into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • Text with a wide range of cultural, social and gender perspectives • Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate *The modes of speaking and listening are integral to the development of students' language skills for students who are developing in their acquisition of the English language. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening and communication experiences within the context of the English EAL/D Stage 6 Syllabus.			
Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by NESA	To be advised	Knowledge and understanding of course content Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50% 50%
The Year 12 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> • a maximum of four assessments tasks • the minimum weighting for an individual task is 10% • the maximum weighting for an individual task is 40% • one task may be a formal written examination with a maximum weighting of 30% • one task must be a multimodal presentation enabling students to demonstrate • their knowledge, understanding and skills across a range of modes, one of which must be listening • one task must focus on the concurrent module, Module D- Focus on Writing with a minimum weighting of 25% 			

Course Entry Requirements

The English EAL/D course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for five years or less prior to commencing the Preliminary course. This includes:

- students whose learning has been interrupted by periods away from education in which English was the language of instruction.
- Aboriginal and Torres Strait Islander students from Indigenous communities where Standard Australian English is not the common language of the local community.

-

Faculty: English – Ms S Lee Course Fee Year 11 \$20

English Studies (Category B Y12)		Course: ATAR – 2 Units	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: English (Standard); English (Advanced); English (Extension); English (EAL/D)	
Course Description The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives. The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.			
Year 11 Course Content Mandatory module – Achieving through English: English in education, work and community (30-40 hours) An additional 2–4 modules (20-30 hours each) HSC Course Content Mandatory Common Module: Texts and Human Experiences (30 hours) An additional 2–4 modules (20-45 hours each)			
Particular Course Requirements Across Stage 6 the selection of texts will give students experiences of the following as appropriate: <ul style="list-style-type: none"> • reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia • Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives, popular and youth cultures • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts 			
Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by NESA Please note – English Studies external examination is OPTIONAL , and if completed, will contribute to the awarding of an ATAR	To be advised	Knowledge and understanding of course content Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50% 50%
The Year 12 formal school-based assessment program for English Studies reflects the following requirements: <ul style="list-style-type: none"> • a maximum of four assessment tasks • the minimum weighting for an individual task is 10% • the maximum weighting for an individual task is 40% • one task may be a formal written examination with a maximum weighting of 20% • one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% • assessment of the Common Module must integrate teacher or student selected related material 			

Faculty: English – Ms S Lee

Please Note: Entry to English Studies is by invitation only.

English Extension 1		Course ATAR: 1 Unit	
1 unit for each of Preliminary and HSC Board Developed Course		Exclusions: English (Standard); English (EAL/D) English (Studies)	
Prerequisites: (a) English (Advanced) Course (b) Preliminary English Extension 1 Course is prerequisite for HSC English Extension 1 Course			
Course Description The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.			
Year 11 Course Content Module: Texts, Culture and Value (40 hours) Related research project (20 hours)			
HSC Course Content Common module: Literary Worlds with ONE elective option (60 hours)			
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of the following: <ul style="list-style-type: none"> ● texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia ● a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples ● a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts ● integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 			
Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by NESA	To be advised	Knowledge and understanding of complex texts and of how and why they are valued Skills in complex analysis, sustained composition and independent investigation	50% 50%
The Year 12 formal school-based assessment program for English Extension 1 reflects the following requirements: <ul style="list-style-type: none"> ● three assessment tasks ● the minimum weighting for an individual task is 20% ● the maximum weighting for an individual task is 40% ● one task may be a formal written examination with a maximum weighting of 30% ● one task must be a creative response with a maximum weighting of 40% ● at least one task must integrate student selected related material 			

Faculty: English – Ms S Lee

English Extension 2		Course ATAR: 1 Unit	
1 unit for each of Preliminary and HSC Board Developed Course		Exclusions: English (Standard); English (EAL/D) English (Studies)	
Prerequisite: English Extension 1 Course			
Course Description The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions			
HSC Course Content The Composition Process Major Work Reflection Statement The Major Work Journal (60 hours)			
Particular Course Requirements Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement			
Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by NESA	To be advised	Skills in extensive independent research	50%
		Skills in sustained composition	50%
The Year 12 formal school-based assessment program for English Extension 2 reflects the following requirements: Please note: Assessment will be based on the <u>process</u> of composing the Major Work. As part of that process, there will be three assessment tasks: <ul style="list-style-type: none"> • a Viva Voce with a weighting of 30% • a Literature Review with a weighting of 40% • a Critique of the Creative Process with a weighting of 30% 			

Faculty: English – Ms S Lee

CIRCUS STUDIES

Course: Board Endorsed – 2 Unit

2 units for each of Preliminary and HSC

Exclusions: Board Endorsed Course

Course Description:

The Stage 6 **Circus Studies** syllabus is aimed to expand student's exploration of circus and performance. Circus Studies will provide students with opportunities both individually and in groups to blend specialist physical skills with theatrical performance skills.

The subject content teaches students to develop skills, knowledge, understanding and appreciation for Circus as creative expression.

This will be achieved through 3 distinct focus areas of study:

- Skill Acquisition and Movement
- Creation and Performance
- Circus Research and Appreciation

The Stage 6 Circus Studies syllabus offers students a holistic understanding of circus encompassing the circus arts (aerial, manipulation, acrobatics and equilibistics) found in traditional and modern circus as well as performance and training elements. Circus studies incorporates an understanding of body awareness and training including elements of dance, drama and art in individual and group performances.

Preliminary Course Content

- Physical preparation and fitness choices for Circus performers
- Development and Individual skill acquisition
- Composition and Movement skills
- Individual performance creation

HSC Course Content

- Injury management, rehabilitation and recovery
- Circus research and analysis
- Performance and Physical theatre
- Applied technical circus practices
- Group act creation and Performance

Particular Course Requirements:

There is no prerequisite study for the Preliminary and HSC course. Students should understand this course does require students to participate in practical training and performance on chosen Aerial and Ground Circus apparatus. Completion of the Preliminary course is a prerequisite for the HSC course.

Assessment: Preliminary and HSC course only

Preliminary Assessment	Weight	HSC Assessment	Weight
Task 1: Research Task Training for Circus performance - Develop a training program	30%	Task 1: Research Task Injury management, rehab and recovery strategies - Investigate a range of rehabilitation and recovery strategies	25%
Task 2: Practical Training Journal Development and Skill Acquisition - Training Journal	30%	Task 2: Performance analysis Circus Industry research and analysis - Performance appraisal	20%
Task 3: Performance and Logbook Individual Performance creation - Individual performance and Logbook	40%	Task 3: Performance and oral question Applied technical circus practices - Audition video and interview questions	25%
		Task 4: Performance and Group process journal Group act creation and Performance - Group Act Performance	30%
	100		100

Contact Faculty: CAPA – Ms J Cullen (H/T) and Alese Bottrill

DANCE

Course: ATAR - 2Unit

2 units for each of Preliminary and HSC
Board Developed Course (Cat A)

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

Preliminary Course

Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course, and informs all three components of the course.

Components to be completed

-	Performance	40%
-	Composition	30%
-	Appreciation	30%

HSC Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

- **Core 60%** (Performance 20%, Composition 20%, Appreciation 20%)

- **Major Study 40%** Performance or Composition or Appreciation or Dance and Technology.

Particular Course Requirements:

The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses.

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance Solo dance and interview	20	Core Performance	20
Core Composition Solo composition, interview and rationale Performed by another student	20	Core Composition Core Appreciation	20 20
Core Appreciation A Written Examination: One hour	20	Development of Major Study	40
Major Study	40		
• Major Study Performance One solo dance and interview or			
• Major Study Composition One dance composition: 2 or 3 dancers, Interview and rationale or			
• Major Study Appreciation Written Examination: 1¼ hours or			
• Major Study – Dance & Technology Option 1 : Choreographing the Virtual Body Presentation of a composition via 3D animation software and interview & Process Diary or			
• Major Study – Dance and Technology Option 2 : Film and Video Presentation of a composition via film/video and Manifesto & Process Diary and interview			
	100		100

Contact Faculty: CAPA – Ms J Cullen (H/T) / Ms M Sammes

Course Fee Year 11 \$60

Please note: Entry into Dance is by audition.

DRAMA

Course: ATAR - 2Unit

2 units for each of Preliminary and HSC Board Developed Course (CAT A)

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

Course Description:

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

Preliminary course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.

HSC Course content

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

The **Group Performance** of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate their performance skills.

For the **Individual Project** students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every few years. Students must ensure that they do not use choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Assessment HSC course only:

External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30		
Individual Project	40	Australian Drama and Theatre	20
		Studies in Drama and Theatre	20
A one and a half (1½) hour Written Examination comprising two (2) compulsory sections:		Development of Group Performance	30
Australian Drama and Theatre(Core) Studies in Drama and Theatre	30	Development of Individual Project	30
	100		100

Contact Faculty: CAPA – Ms Cullen (HT), Mr W Flanagan, Ms R McCabe

Course Fee Year 11 \$60

Please note: Entry into Drama is by audition.

MUSIC 1

Course: ATAR – 2 Unit

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Music 2

Course Description:

In the Preliminary and HSC Courses, students will study:
The concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Covered:

Students study three topics in each year of the course. Topics are chosen from a list of 21, which cover a range of styles, periods and genres.

Particular course requirements:

HSC course

In addition to core studies in performance, composition, musicology and aural, students select **three (3)** electives from any combination of performance, composition and musicology. These electives must represent **each** of the three topics studied in the course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece) A 45 minute – one hour aural exam	20 30	Core performance Core composition Core musicology Core aural	10 10 10 25
Electives: Three electives from any combination of:		Elective 1 Elective 2 Elective 3	15 15 15
<ul style="list-style-type: none">• Performance (one-piece)• Composition (one submitted composition)• Musicology (one <i>viva voce</i>)	20 20 20		
	110 (converted to 100)		100

Contact Faculty: CAPA –Mrs J Cullen (H/T), Mr D Wilson, Ms R Trenear, Mr W Duong

Course Fee Year 11 \$50

Please note: Entry into Music is by audition.

MUSIC 2

Course: ATAR - 2Unit

2 units for each of Preliminary and HSC

Board Developed Course

Prerequisites: Music Additional Study course (or equivalent)

Exclusions: Music 1

Course Description:

In the Preliminary and HSC courses, 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.

Main Topics Covered:

Students in the Preliminary course study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600-1900. The additional topic will be Music of a Culture (French Impressionism)

In the HSC course, the Topics are Music of the Last 25 Years (Australian focus) and one additional topic.

Particular Course Requirements:

In addition to core studies in performance, composition, musicology and aural, students nominate **one** elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

All students will be required to develop a composition portfolio for the core composition.

Assessment: HSC Course Only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece reflecting the mandatory topic)	20	Performance	20
Sight singing		Composition	20
Core composition (reflecting mandatory topic)	15	Musicology	20
A one and a half hour written examination paper	35	Aural	20
- Musicology/aural skills		One elective from Performance or Composition or Musicology	20
One Elective representing the Additional Topic	30		
Performance (2 pieces) or			
One Submitted composition or			
One Submitted essay			
	100		100

Contact Faculty: CAPA –Mrs J Cullen (HT), Mr W Duong

Course fee Year 11 \$50

Please note: Entry into Music is by audition.

HSC MUSIC Extension Course

Course: ATAR – 1 Unit

1 Unit/60 hour course

Board Developed Course

Prerequisites: Music 2 (studied concurrently with HSC course of Music 2 or at the completion of the HSC course in Music 2 for those students undertaking pathways.)

Exclusions: Music 1

Course Description

The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

Particular Course Requirements

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
The examination in Music Extension consists of an externally marked performance or submitted work in one of the three electives: Performance (50%) Three contrasting pieces, one of which must be an ensemble Ensemble Solo 1 Solo 2 OR Composition (50%) Two original compositions Piece 1 Piece 2 OR Musicology (50%) One extended essay		Performance (50) Two assessment tasks Task 1 Task 2 OR Composition (50) Two assessment tasks Task 1 Task 2 OR Musicology (50) Two assessment tasks Task 1 Task 2	
	20		25
	15		25
	15		
	25		25
	25		25
	50		25
			25
	50		50

Contact Faculty: CAPA – Mrs J Cullen (HT), Mr W Duong

Please note: Entry into Music is by audition.

PHOTOGRAPHY AND DIGITAL IMAGING

Course: Non ATAR – 2 Ut

Content Endorsed Course

Exclusions

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

Course Description

Photography and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photograph and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Main Topics Covered

Modules may be selected in any of the three broad fields of:

1. Wet Photography
2. Digital Imaging
3. Video

Modules include:

- Introduction to Practice in Wet Photography
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts

An Occupational, Health and Safety Module is mandatory. The additional module Individual/Collaborative project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements

Students are required to keep a diary throughout the course.

Contact Faculty: CAPA – Mrs J Cullen (HT), Ms E Watson, Ms L Sawyer

Course Fee Year 11 \$100

VISUAL ARTS

Course: ATAR – 2 Unit

2 Units for each of Preliminary and HSC
Board Developed Course

Exclusions

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

Course Description:

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

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Main Topics Covered:

Preliminary Course learning opportunities focus on:

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the art world
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work.
- Building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:

- How students may develop their own practice of art making, art criticism, and art history, applied to selected areas of interest
- How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- How students may learn about the relationships between artists, artworks, the world and audiences within the art world
- How students may further develop meaning and focus in their work.

Particular Course Requirements:

Preliminary Course

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

HSC Course

- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

Assessment : HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A one and a half (1½) hour written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

Contact Faculty: CAPA – Mrs J Cullen (HT), Mr C Auckett, Ms L Sawyer, Mrs E Watson

Course Fee Year 11 \$60

Please note: Entry into Visual Arts is by submission of portfolio.

VISUAL DESIGN

Course: Non ATAR – 2 Unit

Content Endorsed Course

Exclusions: Projects developed for assessment subject are not to be used either in full or in part for assessments in any other subject.

Course Description

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Main Topics Covered

Modules may be selected in any of the three broad fields of:

- Graphic design
- Product design
- Interior/exterior design.
- Wearable design

The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

Particular Course Requirements

Students are required to keep a diary throughout the course.

Contact Faculty: CAPA – Mrs J Cullen (HT), Mr C Auckett, Ms L Sawyer, Ms E Watson

ANCIENT HISTORY

Course: ATAR - 2Unit

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:

The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.

Main Topics Covered

Preliminary Course

- Historical Concepts and Skills
- Investigating Ancient History – The Nature of Ancient History
- Investigating Ancient History – Case Studies
- Features of Ancient Societies
- Historical Investigation

HSC Course

- Historical Concepts and Skills
- Core: Cities of Vesuvius, Pompeii and Herculaneum
- Ancient societies
- Personalities in their Times
- Historical Periods

Particular Course Requirement:

In the Preliminary Course, choices of studies in Parts 1, 11, must be chosen from different civilisations. The Historical Investigation and choice topics in Parts 1 and 11 must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses

Assessment: HSC course only (Draft)

External Assessment	Weighting	Internal Assessment	Weighting
A three (3) hour written examination consisting of:		The components and weightings for Year 12 are mandatory	
Section 1: Core Source-based short-answer questions	25	Knowledge and understanding of course content	40
Section II: Ancient Societies A question in 4 or 5 parts	25	Historical skills in the analysis and evaluation of sources and interpretations Historical inquiry and research	20 20
Section III: Personalities in their Times A question in 2 or 3 parts	25	Communication of historical understanding in appropriate forms	20
Section IV: Historical Periods Extended response	25		
	100		100

Contact Faculty: HSIE – Ms Senthevadivel (H/T), Ms Tanovic

BUSINESS STUDIES

Course: ATAR - 2Unit

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: **Nil**

Course Description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Preliminary Course

Nature of business (20%) – the role and nature of business

Business Management (40%) – the nature and responsibilities of management

Business Planning (40%) – establishing and planning a small to medium enterprise

HSC Course

Operations (25%) – strategies for effective operations management

Marketing (25%) – development and implementation of successful marketing strategies

Finance (25% - financial information in the planning and management of business

Human resources (25%) – human resource management and business performance.

Contact Faculty: HSIE – Ms Senthevadivel (H/T), Ms MsCrossen, Ms Cinque, Ms Russo

NOTE: Students who have studied Business Studies in Years 9 and 10 should select Business studies Continuers in the elective choices if wishing to continue with the course.

ECONOMICS		Course: ATAR - 2Unit	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>			
<p>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Introduction to Economics - the nature of economics and the operation of an economy • Consumers and Business - the role of consumers and business in the economy • Markets - the roles of markets, demand, supply and completion • Labour Markets - the workforce and role of labour in the economy • Financial Markets - the financial market in Australia including the share market • Government in the Economy- the role of government in the Australian economy <p>HSC Course</p> <ul style="list-style-type: none"> • The Global Economy - features of the global economy and globalisation • Australia's place in the Global Economy - Australia's trade and finance • Economic Policies and Management - the range of policies to manage the economy • Economic Issues - issues including growth, unemployment, inflation, wealth and management. 			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three (3) hour written examination, including multiple-choice, short answer and extended response questions	100	Tests / Exams Research, investigation and communication Stimulus based skills	50 30 20
	100		100

Contact Faculty: HSIE – Ms Senthevadivel (H/T), Ms Cinque

GEOGRAPHY		Course:	ATAR - 2 Units
2 units for each of Preliminary and HSC Board Developed Course		Exclusions:	Nil
<p>Course Description: The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of enquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers' contribution to understanding our environment, and demonstrates the relevance of geographical study.</p>			
Main Topics Covered			
Preliminary Course			
Biophysical Interactions		- how biophysical processes contribute to sustainable management	
Global studies		- geographical study of issues at a global scale	
Senior Geography Project		- a geographical study of student's own choosing	
HSC Course			
Ecosystems at Risk		- the functioning of ecosystems, their management and protection	
Urban Places		- study of cities and urban dynamics	
People and Resource Activity		- geographic study of economic activity at a local and global context	
Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.			
Particular Course Requirements			
Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.			
Assessment: HSC Course Only			
External Assessment	Weighting	Internal Assessment	Weighting
A three (3) hour written examination		Field work	10
Multiple Choice	15	Geographical research	20
Short Answers	25	Interpretation and synthesis of geographical stimulus	30
Extended Responses	60	Geographical writing	40
	100		100

Contact Faculty: HSIE – Ms Senthevadivel (H/T), Ms French

HSC HISTORY EXTENSION

Course: ATAR – 1 Unit

1 unit HSC – Year 12 only
Board Developed Course

Exclusions: Nil

Course Description:

HSC History Extension involves the study and evaluation of the ideas and processes used by historians to produce history. In Part I of the course, students investigate the question ‘What is history?’ through readings compiled in a source book and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.

Main Topics Covered

Part I - What is History?

Key questions:

- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded overtime?
- Why have the approaches to history changed overtime?

Part II – Constructing History

Students will investigate case study from a selection of ancient, medieval and early modern, modern and Australian options

Part III - History Project

An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.

Particular Course Requirements

A Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.

Assessment: HSC course only (Draft)

External Assessment	Weighting	Internal Assessment	Weighting
A two (2) hour written examination comprised of TWO (2) questions, both compulsory. Question 1 - one (1) compulsory essay question based on an unseen passage as stimulus.	25	Knowledge and understanding of significant historical ideas and processes.	40
Question 2 - one (1) compulsory essay question which requires students to analyse a historiographical issue with specific reference to their case study.	25	Skills in designing, undertaking and communicating historical inquiry and analysis	60
	50		100

Contact Faculty: HSIE – Ms Senthevadivel (H/T), Mrs Allen

LEGAL STUDIES

Course: ATAR – 2 Unit

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Ni

Course Description:

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

Main Topics Covered:

Preliminary Course

- The Legal System (40% of course time)
- The Individual and the State (30% of course time)
- The Law in Focus (30% of course time)

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

HSC Course

- Law and Society (30% of course time)
- Focus Study: Crime (20% of course time)
- Additional Focus Studies (50% of course time)

Students will study two (2) focus studies chosen from:

- Consumers
- Family
- Global Environment
- Indigenous Peoples
- Shelter
- Technological Change
- Workplace
- World Order

Each topics' themes and challenges should be integrated into the study of the topic.

Particular Course Requirements: No special requirements

Assessment: HSC Course Only:

External Assessment	Weighting	Internal Assessment	Weighting
A three (3) hour written examination:		Examination/Class Tests	50
Core	25	Research	40
Crime	25	Oral	10
Focus Studies	50		
	100		100

Contact Faculty: HSIE – Ms Senthevadivel (H/T), Ms McCrossen,

MODERN HISTORY

Course: ATAR – 2 Unit

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:

The Preliminary Course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C18th to the present using the methods of historical inquiry.

The HSC Course is provides the opportunity for students to investigate in depth a source-based study of Germany. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.

Main Topics Covered:

Preliminary Course

- Historical Concepts and Skills
- Investigating Modern History – The Nature of Modern History
- Investigating Modern History – Case Studies
- Historical Investigation
- The Shaping of the Modern World

HSC Course

- Historical Concept and Skills
- Core Study: Power and Authority in the Modern World 1919-1946
- National Studies
- Peace and Conflict
- Change in the Modern World

Particular Course Requirements

In the Preliminary course, **One Case Study** must be from Europe, North America or Australia (see list A on P. 18 of the syllabus).

One Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on P. 18 of the syllabus).

The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

Assessment: HSC Course Only (Draft)

External Assessment	Weighting	Internal Assessment	Weighting
A three (3) hour written examination consisting of: Section I: Core Source-based short-answer	25	Knowledge and understanding of course content	40
Section II: National Studies Extended response	25	Historical skills in the analysis and evaluation of sources and interpretations	20
Section III: Peace and Conflict	25	Historical inquiry and research	20
Section IV: Change in the Modern World Extended responses	25	Communication of historical understanding in appropriate forms	20
	100		100

Contact Faculty: HSIE - Ms R Senthevadivel (H/T), Mr Hayton, Mrs Allen, Ms Sibbalt

SOCIETY AND CULTURE

Course:

ATAR - 2 Units

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions:

Nil

Course Description:

Society and Culture is a conceptually based course that promotes awareness and understanding of the forces, issues and ideas that form and transform societies and cultures over time. Students develop critical and cultural literacy to analyse and question the underlying values and attitudes upon which social and cultural structures and systems are based.

Research is a core component of the Society and Culture course.

Students must complete a Personal Interest Project (PIP) as major work, throughout their HSC year.

This is worth 40% of the total course mark and the topic for research is chosen by individual students.

As a result of studying Society and Culture, students will develop a strong ability to critically analyse the attitudes, beliefs and issues that shape their world and their own sense of identity.

Main Topics Covered**Preliminary Course**

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

HSC Course

- The Personal Interest Project (PIP) - worth 40% of the HSC Examination mark (marked externally)
- Social and Cultural Continuity and Change - *The nature of social and cultural continuity and change as*

well as application of research methods and social theory to a selected country study

- Two depth studies chosen from the following:

Popular Culture (Hip Hop) - *The interconnection between popular culture, society and the individual*

Social Inclusion and Exclusion - *The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures*

Key concepts incorporated across all topics:

persons, societies, cultures, environments, time, power, authority, identity, gender, technologies, globalisation

Particular Course Requirements

Students undertake a major research (The Personal Interest Project) task in Year 12, comprising of 30% of course time and 40% of the total course mark. The topic for this major work is chosen by students and is conducted throughout the HSC year. Students submit a 4-6000 word written report of their research.

Assessment: HSC Course Only

External Assessment	Weighting	Internal Assessment	Weighting
A two (2) hour written examination		Knowledge and understanding of course content	50
Objective response	8		
Short Answers	12	Application and evaluation of social and cultural research methods	30
Extended Responses	40		
Major Research Task		Communication of information, ideas and issues in appropriate forms	20
Personal Interest Project (PIP)	40		
Total External Mark	100	Total Internal Mark	100

Contact Faculty: HSIE - Ms R Senthevadivel (H/T),

STUDIES OF RELIGION II

Course: ATAR – 2 Unit

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Studies of Religion I

Course Description:

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Preliminary Course

- Nature of religion and Beliefs
 - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Three Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance.
- Religion of Ancient Origin
 - The response to the human search for ultimate meaning in two religions of ancient origin from:
 - Aztec or Inca or Mayan
 - Celtic
 - Nordic
 - Shinto
 - Taoism
 - an Indigenous religion from outside Australia
- Religion in Australia pre-1945
 - The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC Course

- Religion and Belief Systems in Australia post-1945
 - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Three Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism
 - Significant people and ideas
 - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
- Religion and Peace
 - The distinctive response of religious traditions to the issue of peace.
- Religion and Non-Religion
 - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three (3) hour written examination		Components:	
Section I: Religion and Belief Systems in Australia post-1945	15	Religion and Belief Systems in Australia post-1945	15
Section II: Religious Tradition Depth Studies	30	Religious Tradition Depth Studies	50
Section III: Religious Tradition depth Studies (extended response)	20	Religion and Peace	20
Religion and Peace.	20	Religion and Non-Religion	15
	100		100

Contact Faculty: HSIE – Ms Senthevadivel, Mr Hayton

JAPANESE (Beginners)

Course: ATAR – 2 Unit

2 units for each of Preliminary and HSC Board

Developed Course

Exclusions: Japanese Continuers: Japanese Extension, Heritage Japanese, Japanese Background Speakers,

Strict eligibility rules apply to the study of this subject. Check with your teacher or the Boards *ACE Manual. Sections 8.2.2.3*

Course Description:

In the Preliminary courses, students will develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, *the personal world and the Japanese-speaking communities*, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Main Topics Covered:

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

Particular Course Requirements: Nil.

Assessment : HSC Course Only

External Assessment	Weighting	Internal Assessment	Weighting
An oral examination (5 minutes):		Speaking	20
Conversation	20	Listening	30
A written examination (2½ hours):		Reading	30
Listening	30	Writing in Japanese	20
Reading	30		
Writing in Japanese	20		
	100		100

Contact Faculty: LOTE – Mr C Johnson (H/T) / Miss N Poon

JAPANESE (Continuers)

Course No: ATAR – 2Unit

2 units for each of Preliminary and HSC

Board Developed Course

Prerequisites: School Certificate Year 10 Elective, Japanese or equivalent knowledge is assumed.

Exclusions: Japanese Beginners: Heritage Japanese; Japanese Background Speakers,

Strict eligibility rules apply to the study of this subject.

Check with your teacher or the Boards *ACE Manual. Sections 8.2.2.2*

Course Description:

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics.

Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Prescribed themes

- The individual
- Daily life
- Future plans

Mandatory Topics

- Personal Life
- Leisure

- The Japanese –speaking communities

- Travelling in Japan
- Living in Japan
- Cultural life

- The changing world

- The world of work
- Current issues

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of Japanese – speaking communities through texts

Particular Course Requirements: 100 hours of Japanese

Assessment : HSC Course Only

External Assessment	Weighting	Internal Assessment	Weighting
An oral examination (10 minutes):		Speaking	20
Conversation	20	Listening	30
A written examination (3 hours 10 minutes):		Reading	30
Listening	25	Writing in Japanese	20
Reading	40		
Writing in Japanese	15		
	100		100

Contact Faculty: LOTE – Mr C Johnson (H/T) / Miss N Poon

Prerequisite Course of Study for Stage 6 Mathematics Courses

The Standard Mathematics Courses cater for the academic needs of the majority of HSC candidates.

The Advanced Course is for talented mathematics students, students must **excel** in the following Stage 5.3 substrands:

- Algebraic Techniques and Equations
- Surds and Indices
- Linear Relationships and Non-Linear Relationships

A letter of recommendation will be given to every student indicating the appropriate course for success in mathematics.

Prerequisites:

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 and Stage 5.2, the following substrands of **Stage 5.3**:

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

Exclusions:

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

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.

All students studying the Mathematics Advanced course will sit for an 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.

Content

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

The Topics and Subtopics are:

Preliminary Mathematics Advanced	Subtopics
Working with Functions	Working with Functions
Trigonometric Functions	Trigonometry and Measure of Angles Trigonometric Functions and Identities
Calculus	Introduction to Differentiation
Exponential and Logarithmic functions	Logarithms and Exponentials
Statistical Analysis	Probability and Discrete Probability Distributions

HSC Mathematics Advanced	Subtopics
Functions	Graphing Techniques
Trigonometric Functions	Trigonometric Functions and Graphs
Calculus	Differential Calculus The Second Derivative Integral Calculus
Financial Mathematics	Modelling Financial Situations
Statistical Analysis	Descriptive Statistics and Bivariate Data Analysis Random Variables

Internal Assessment

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	100

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

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

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	100

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

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

The external HSC examination measures student achievement in a range of syllabus outcomes. The external examination and its marking relate to the syllabus by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the performance band descriptions
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

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

Contact Faculty: Mathematics – Ms T Karayannis(H/T)

Course Fee Year 11 \$20

Prerequisites:

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 and Stage 5.2, the following substrands of **Stage 5.3**:

Exclusions:

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

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 an 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.

Content

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:

Preliminary Mathematics Extension 1	Subtopics
Functions	Further work with Functions Polynomials
Trigonometric Functions	Inverse Trigonometric Functions Further Trigonometric Identities
Calculus	Rates of Change
Combinatorics	Working with Combinatorics

HSC Mathematics Extension 1	Subtopics
Trigonometric Functions	Trigonometric Equations
Proof	Proof by Mathematical Induction
Vectors	Introduction to Vectors
Calculus	Further Calculus Skills Applications of Calculus
Statistical Analysis	The Binomial Distribution

Internal Assessment

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	100

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

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

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	100

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

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

The external HSC examination measures student achievement in a range of syllabus outcomes. The external examination and its marking relate to the syllabus by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the performance band descriptions
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

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

Contact Faculty: Mathematics – Ms T Karayannis(H/T)

Prerequisites:

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.

Course Description:

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.

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 an 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.

Content

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

HSC Mathematics Extension 2	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

Internal Assessment

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	100

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

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

The external HSC examination measures student achievement in a range of syllabus outcomes. The external examination and its marking relate to the syllabus by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the performance band descriptions
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

Contact Faculty: Mathematics – Ms T Karayannis(H/T)

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

Prerequisites: Satisfactorily completed stage 5.1, 5.1/2 or Stage 5.2 Mathematics outcomes in stage 5.

Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with General Mathematics.

Course description:

Mathematics Standard 2 is a common year 11 course, leading to the Mathematics Standard 1 and Mathematics Standard 2 Year 12 courses.

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

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

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

Main Topics Covered:

Preliminary Mathematics Standard	
Algebra	MS-A1 Formulae and Equations MS-A2 Linear Relationships
Measurement	MS-M1 Applications of Measurement MS-M2 Working with Time
Financial Mathematics	MS-F1 Money Matters
Statistical Analysis	MS-S1 Data Analysis MS-S2 Relative Frequency and Probability
HSC Mathematics Standard 1	
Algebra	MS-A3 Types of Relationships
Measurement	MS-M3 Right-angled Triangles MS-M4 Rates MS-M5 Scale Drawings
Financial Mathematics	MS-F2 Investment MS-F3 Depreciation and Loans
Statistical Analysis	MS-S3 Further Statistical Analysis
Networks	MS-N1 Networks and Paths

HSC Mathematics Standard 2

Algebra	MS-A4 Types of Relationships
Measurement	MS-M6 Non-right-angled Trigonometry MS-M7 Rates and Ratios
Financial Mathematics	MS-F4 Investments and Loans MS-F5 Annuities
Statistical Analysis	MS-S4 Bivariate Data Analysis MS-S5 The Normal Distribution
Networks	MS-N2 Network Concepts MS-N3 Critical Path Analysis

Internal Assessment (DRAFT)

Year 11 Mathematics Standard School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	100

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

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

Year 12 Mathematics Standard 1 & 2 School Based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	100

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

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

External Assessment HSC Exam

All students studying Mathematics Standard 2 will sit for an HSC examination. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR).

Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. Should a student seek an Australian Tertiary Admission Rank (ATAR), the examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the calculation of the ATAR.

Contact Faculty: Mathematics – Ms T Karayannis(H/T)

Course Fee Year 11 \$20

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course: ATAR – 2 Unit

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Main Topics Covered:

Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Components (40%)

Students to select **two** options each from:

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

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students to select **two** options each from:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity & Health

Particular Course Requirements:

In addition to core studies, students select **two** options in each of the Preliminary and HSC courses

Assessment: HSC Course Only

External Assessment	Weighting	Internal Assessment	Weighting
A three (3) hour written paper		Core	60
Part A – multiple choice	20	Options	40
Part B – short answer and extended response related to core	40		
Part C – short answer and extended response related to two options	40		
	100		100

Contact Faculty: PDHPE – Mr D Neeves (H/T), Mrs Mitchell

SPORT, LIFESTYLE & RECREATION STUDIES

Non ATAR – 2 Unit

Content Endorsed Course

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- Knowledge and understanding of the factors that influence health and participation in physical activity
- Knowledge and understanding of the principles that impact on quality of performance
- An ability to analyse and implement strategies to promote health, activity and enhanced performance
- A capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle

Contact Faculty: PDHPE – Mr D Neeves (H/T), Mrs M Mitchell

AGRICULTURE

Course: ATAR-2Unit

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analyzing and addressing social, environmental and economic issues as they relate to sustainability.

The Higher School Certificate course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production and places a greater emphasis on farm management to maximise productivity and environmental sustainability. The farm as a fundamental production unit provides a basis for analyzing and addressing social, environmental and economic issues as they relate to sustainability, from both national and international perspectives. This is achieved through the farm product study.

Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.

Main Topics Covered:

Preliminary Course

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

HSC Course

Core Topics 80%

- Plant/Animal Production (50%)
- Farm Product Study (30%)
- Elective (20%)

Optional Components (20%)

Choose one of the following electives to study :

- Agri-Food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

Particular Course Requirements:

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination		Product Study	30
CORE Topics			
Multiple choice questions	20	Plant/Animal Production Study	50
Short answer questions	60		
Elective			
Extended Response	20	1 Electives	20
	100		100

Contact Faculty: Science – Mrs L Menon

Course Fee Year 11 \$50

SCIENCE

Students can choose from the following 2-Unit Science courses offered as Board Developed courses.

Physics
Chemistry
Biology
Investigating Science

All Science courses count towards an ATAR. Students need to choose carefully, based upon their career path and understand the strong academic nature of these courses.

Students intending to study Chemistry and Physics courses must achieve a grade A or B in their Stage 5 Science course to be eligible

The Science faculty will recommend to students the courses that are most suitable.

In Year 12, students may be offered a high level Science course that allows them to carry out a scientific research project and to potentially study with research institutes and universities. The new HSC Science Extension course may be studied in addition to Chemistry, Biology, Physics and the Investigating Science course. HSC students are now permitted to complete seven units of Science in year 12. This means that students can study four science courses including the new Science Extension course.

Students intending to study the Extension Science subject must achieve a grade A or B in their Stage 6 Preliminary course.

Entry to the Extension course is by recommendation only.

BIOLOGY – 2 unit

Course: ATAR - 2Unit

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

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

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

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

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

Topics Covered:

Preliminary course

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

HSC Course

Heredity
Genetic change
Infectious Disease
Non-infectious Disease and Disorders

Requirements for Practical Investigations

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, including time allocated to practical investigations in depth studies. One fieldwork exercise must be completed in Year 11.

The components and weighting for assessments for year 11 and 12:

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
Total	100

Contact Faculty: Science – Mrs Menon (Head Teacher)

Course Fee Year 11 \$25

CHEMISTRY

Course: ATAR - 2Unit

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

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

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

The Chemistry course builds on students' knowledge and skills developed in the Stage 5 Science course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies. The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Topics Covered:

Preliminary course

Properties and Structure of Matter
Introduction to Quantitative Chemistry
Reactive Chemistry
Drivers of reactions

HSC Course

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

Requirements for Practical Investigations

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, including time allocated to practical investigations in depth studies.

The components and weighting for assessments for year 11 and 12:

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
Total	100

Contact Faculty: Science – Mrs Menon (Head Teacher)

Course Fee Year 11 \$25

INVESTIGATING SCIENCE

2 unit

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

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

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

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Topics Covered:

Preliminary course

Cause and Effect – Observing
Cause and Effect – Inferences and Generalisations
Scientific Models
Theories and Laws

HSC Course

Scientific Investigations
Technologies
Fact or Fallacy?
Science and Society

Requirements for Practical Investigations

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, including time allocated to practical investigations in depth studies.

The components and weighting for assessments for year 11 and 12:

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
Total	100

Contact Faculty: Science – Mrs. Menon (Head Teacher)

PHYSICS- 2 Unit

Course: ATAR – 2 Unit

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

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Topics Covered:

Preliminary course

Kinematics
Dynamics
Waves and Thermodynamics
Electricity and Magnetism

HSC Course

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

Requirements for Practical Investigations

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, including time allocated to practical investigations in depth studies.

The components and weighting for assessments for year 11 and 12:

Component	Weighting
Skills in working scientifically	60
Knowledge and understanding of course content	40
Total	100

Contact Faculty: Science – Mrs. Menon (Head Teacher)

Course Fee Year 11 \$25

COMMUNITY & FAMILY STUDIES

Course: ATAR - 2Unit

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:

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

Main Topics Covered:

Preliminary Course

Resource Management

- Basic concepts of the resource management process (Indicative course time: 20%).

Individuals and Groups

- The individual's roles, relationships and tasks within groups (Indicative course time: 40%).

Families and Communities

- Family structures and functions and the interaction between family and community (Indicative course time: 40%).

HSC Course

Research Methodology

- Research methodology and skills culminating in the production of an Independent Research Project. (Indicative course time: 25%).

Groups in Context

- Four specific groups within the community who may be experiencing inequities (Indicative time 25%)

Parenting and Caring

- Issues facing individuals and groups who adopt roles in parenting and caring in contemporary society (Indicative course time: 25%).

HSC Option Modules Select one of the following (Indicative course time: 25%):

Family and Societal Interactions

- Government and community structures support and protect family members throughout the lifespan.

Social Impact of Technology

- The impact of evolving technologies on individuals and lifestyle.

Individuals and Work

- Contemporary issues confronting individuals as they manage roles within both their family and work environments.

Particular Course Requirements:

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.

Assessment: HSC course only

External Examination	Weighting	Internal Assessment Component	Weighting
A written examination: Section I Part A – multiple choice Part B – short answer Section II Three questions, one on each of the HSC option modules: ▪ Families and Societal Interactions ▪ Social Impact of Technology ▪ Individuals and Work Candidates attempt one question only	20 55 25	Knowledge and understanding of course content Skills in critical thinking, research methodology, analyzing and communicating	40 60
	100		100

CAREERS

Occupational and Diversional therapy, Events' Organiser, Media communication, Youth worker, Welfare workers, Teacher, Social Worker, Nurse, Journalist, Child Care Worker, Developmental care worker, Nanny.

Contact Faculty: TAS – Mr I McKenzie

Course Fee \$30

DESIGN & TECHNOLOGY

Course: ATAR- 2 Unit

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and include evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated, with the development of a Major Design Project, worth 60% of the HSC mark. This project required students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australia society.

Main Topics Covered:

Preliminary Course

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation and manipulation of materials, tools and techniques.

HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

Particular Course Requirements:

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

Assessment HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Section I: The examination consists of: Written Paper. Questions based on Innovation and Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.	40	Knowledge and understanding of course content	40
Major Design Project This will include submission of: (i) a folio documenting the project proposal and project management, project development and realisation and project evaluation. (ii) a product system or environment.		Knowledge and skills in designing, managing, producing and evaluating projects	60
Section II: Major Design Project: Project proposal Folio Product, system or environment	60		
	100		100

Contact Faculty: TAS – Mr I McKenzie (H/T)

Course Fee: \$75

ENGINEERING STUDIES

Course: ATAR - 2Unit

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

Both Preliminary and HSC Courses offers students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession.

Students study engineering by investigating a range of applications and field of engineering.

Main Topics Covered

Preliminary Course

Students undertake the study and develop an engineering report for each of four (4) modules:

- three (3) application modules (based on engineered products): Engineering Fundamentals, Engineered Products and Braking Systems;
- one (1) focus module relating to the field of Bio-Engineering

HSC Course

Students undertake the study and develop an engineering report for each of four (4) modules:

- two (2) application modules (based on engineered products): Civil Structures; Personal and Public Transport.
- two (2) focus modules relating to the field of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements

Students develop an engineering report for each module studied.

At least one (1) report in each of the Preliminary and the HSC courses must be the result of collaborative work.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three (3) hour written examination Section I - Multiple choice		Knowledge and understanding of course Content	60
<ul style="list-style-type: none"> • Application Modules 	10		
Section II - Short structured responses		Knowledge and skills in research, problem solving and communication related to engineering practice.	40
<ul style="list-style-type: none"> • Historical and Societal Influence • Scope of the Profession, Application and Focus Modules 	70		
Section III			
<ul style="list-style-type: none"> • Short structured responses • All modules • Engineering Reports 	20		
	100		100

Contact Faculty: TAS – Mr I McKenzie (H/T)

Course Fee Year 11 \$10

EXPLORING EARLY CHILDHOOD

Non ATAR 2 Unit

Content Endorsed Course

Exclusions: Nil

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood year;
- recognise the uniqueness of all children, including those who have special needs;
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play;
- identify the range of services developed and provided for young children and their families;
- consider the role of family and community in the growth, development and learning of young children;
- reflect upon potential implications for themselves as adults, in relation to young children;
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families.
- become aware of the work opportunities available in the area of children's services

Course Requirements:

A folder for theory work.

CONTACT FACULTY - TAS– Mr I McKenzie (H/T), Mrs C Kennaugh

Course Costs Year 11 \$30

FOOD TECHNOLOGY

Course: ATAR – 2Unit

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements

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

In order to meet the course requirements students must **learn about** food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

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

Assessment: HSC Course Only

External Examination	Weighting	Internal Assessment	Weighting
Core			
<ul style="list-style-type: none"> ▪ The Australian Food Industry <ul style="list-style-type: none"> - multiple-choice - short structured items 	15	<ul style="list-style-type: none"> • Knowledge and understanding of course content 	40
<ul style="list-style-type: none"> ▪ Food Manufacture 	30	<ul style="list-style-type: none"> • Knowledge and skills in designing, researching, analysis and evaluating 	30
<ul style="list-style-type: none"> ▪ Food Product Development <ul style="list-style-type: none"> - multiple-choice - short structured items - extended structured response 	30	<ul style="list-style-type: none"> • Skills in experimenting with and preparing food by applying theoretical concepts 	30
Options	25		
<ul style="list-style-type: none"> ▪ Contemporary Food Issues: Nutrition <ul style="list-style-type: none"> - short structured items - extended response 			
	100		100

Course Requirement

Cost \$100.00 per year. A large component of the course is based on Practical Application and Experimentation. **Equipment:** Full white apron, leather shoes. A4 folder for theory.

Contact Faculty: TAS- Mr I McKenzie(H/T), Mrs M Scott, Mrs C. Kennaugh, Ms L King, Mr Kybert,

INDUSTRIAL TECHNOLOGY – MULTIMEDIA Course: ATAR – 2 Unit

2 units for each of Preliminary and HSC areas Board Developed

Exclusions:
Students may only undertake ONE Industrial Technology Course.

Course Description:

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies Multimedia Technologies; Timber Products and Furniture Technologies.

Main Topics Covered:

Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological, personnel, and WHS issues. (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- 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%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

HSC Course

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

- Industry Study(15%)
- Major Project (60%)
- Industry related manufacturing technology(25%)

Particular Course Requirements:

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A one and a half (1½) hour written examination	40	Knowledge and understanding course content	40
Major Project and related management folio	60	Knowledge and skills in the design, management, communication and production of a major project	60
	100		100

Contact Faculty: TAS– Mr. I. McKenzie (H/T)

Course fee: \$60

INDUSTRIAL TECHNOLOGY – TIMBER

Course: ATAR – 2 Unit

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

Exclusions:

Some Industry Focus with similarity to
Content Endorsed Courses
Students may only undertake ONE
Industrial Technology Course.

Course Description:

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies Multimedia Technologies; Timber Products and Furniture Technologies.

Main Topics Covered:

Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological, personnel, and WHS issues. (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- 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%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

HSC Course

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

- Industry Study (15%)
- Major Project (60%)
- Industry related manufacturing technology (25%)

Particular Course Requirements:

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A one and a half (1½) hour written examination	40	Knowledge and understanding course content	40
Major Project and related management folio	60	Knowledge and skills in the design, management, communication and production of a major project	60
	100		100

Contact Faculty: TAS – Mr I McKenzie (H/T)

Course Fee: \$75

INFORMATION PROCESSES & TECHNOLOGY

Course: ATAR – 2Unit

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Computing Applications CEC

Course Description:

Information Processes and Technology is the study of computer-based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

Main topics covered:

Preliminary Course: Introduction to Information Skills and Systems (20%)

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

Tools for Information processes (50%)

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

Developing Information Systems (30%)

- Understanding the Problem to be Solved
- Making Decisions
- Designing Solutions
- Implementing
- Testing, Evaluating and Maintaining
- Social and Ethical Issues

HSC Course Project(s) (20%)

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

Information Systems and Databases (20%)

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

Communication Systems (20%)

- Characteristics of Communication Systems
- Examples of Communication Systems
- Transmitting and Receiving in Communication Systems
- Other Information Processing Communication Systems
- Issues Related to Communication Systems

Option Strands (40%)

Students will select two of the following options:

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

Particular Course Requirements: There is no prerequisite study for the 2-unit Preliminary Course. Completion of the 2 unit Preliminary Course is a prerequisite to the study of the 2 unit HSC course. The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

Assessment: HSC Course Only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination	100	Knowledge and understanding of course content	60
		Knowledge and skills in the design and development of information systems	40
	100		100

Contact Faculty: TAS – Mr I McKenzie (H/T)

Course Fee: \$40

TEXTILES AND DESIGN

Course: ATAR – 2 Unit

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Fashion and Textiles TVET CEC 43480
Fashion Design and Technology TVET CEC 41016

Course Description:

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two preliminary textile projects.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration and historical design development, the influence of culture on design, contemporary designers, end use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s

Main Topics

Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 will be drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of one and a half (1½) hours	50	Knowledge and understanding of course content	50
Major Textiles Project (Item & Portfolio) - due to the board for marking in the middle of August of your HSC year.	50	Skills and knowledge in the design, manufacture and management of textiles projects	50
	100		100

COURSE REQUIREMENTS:

Cost: \$75.00/year. A large component of the course is based on practical application and experimentation. Three projects are undertaken in this 2 Unit course and students must supply materials. A3 Art Diary, A3 Display folder. Additional costs will be required when producing practical projects.

Contact Faculty: TAS - Mr I McKenzie (H/T), Mrs M Goundar

VET

COURSE INFORMATION

**FOR
2021/2022**

VOCATIONAL EDUCATION AND TRAINING PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

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

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

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

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

Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations and therefore do not count in the calculations of the ATAR. Some Board Endorsed VET Courses have mandatory industry specific work placement.

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

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

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

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

Course: Assistant Dance Teaching (300 indicative hours) Board Endorsed Course Number: 2 units x 1 year and 3 units x 1 year NESA Code: 65334 and NESA Code: 65338	Total 5 of units of credit – Preliminary and/or HSC	
The CUA30313 Certificate III in Assistant Dance Teaching is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.		
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CUA Creative Arts and Culture Training Package (Release 4.1) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.		
Units of Competency		
8 Core BSBWHS201 Contribute to health and safety of self and others CHCECE006 Support behaviour of children and young people CUADLT301 Develop basic dance analysis skills CUADTM301 Assist with dance teaching CUAWHS403 Incorporate anatomy and nutrition principles into skill development CUAMLT201 Develop and apply musical ideas and listening skills HLTAID003 Provide first aid SISCCRO302A Apply legal and ethical instructional skills	4 Electives CUADTM411 Teach basic dance technique SISFFIT309A Plan and deliver group exercise sessions CUACHR301 Develop basic dance composition skills CUAIND304 Plan a career in the creative arts industry	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.		
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the dance industry involves:		
<ul style="list-style-type: none"> ▪ Assisting the coaching of dance and demonstration of dance skills to younger students 	<ul style="list-style-type: none"> ▪ The application of legal and ethical instructional skills to contribute to the health and safety of dance students. 	
Examples of occupations in the Dance Industry		
<ul style="list-style-type: none"> ▪ Assistant dance coach in private dance school 	<ul style="list-style-type: none"> ▪ Assistant choreographer 	<ul style="list-style-type: none"> ▪ Community assistant dance coach
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for Work Placement to be undertaken concurrently with the course delivery in a simulated commercial environment.		
Admission Requirements To enrol in CUA30313 Certificate III in Assistant Dance Teaching , students should be interested in working in a creative arts environment preparing and developing student skills in dance technique. They should be able to participate in dance and demonstrate dance skills to younger students. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.		
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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.		
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.		
Course consumables \$50 Preliminary, \$50 HSC \$66 First Aid Royal Lifesaving Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>		
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>		
A school-based traineeship information is available from http://www.sbatinnsw.info/		
Exclusions: Students undertaking both this Assistant Dance Teaching course and another course based on the <i>CUA Creative Arts and Culture Training Package</i> should choose different units of competency to meet the requirements of each HSC course and qualification.		

Course: Construction (240 indicative hours) Board Developed Course Number: 26201	Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)		
The CPC20211 Certificate II in Construction Pathways is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CPC08 Construction, Plumbing and Services Training Package (Release 9.7) (https://training.gov.au/Training/Details/CPC08). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
6 Core CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry 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 6 Electives CPCCCA2002B Use carpentry tools and equipment-Group B	6 Electives (cont.) CPCCCA2011A Handle carpentry materials-Group B CPCCCM2006B Apply basic levelling procedures-Group H CPCCCO2013A Carry out concreting to simple forms-Group H CPCCJN2001A Assemble components-Group F CPCCJN2002B Prepare for offsite manufacturing processes-Group F Additional units required to attain an HSC credential in this course CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground CPCCCM2005B Use construction tools and equipment #CPCCWHS1001 Prepare to work safely in the construction industry		
#Successful completion CPCCWHS1001 Prepare to work safely in the construction industry will lead to a General Construction Induction Card (White Card) issued by SafeWork NSW. This is a legal requirement before entering a construction site across Australia.			
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the construction industry involves:			
<ul style="list-style-type: none"> ▪ communication 	<ul style="list-style-type: none"> ▪ problem-solving 	<ul style="list-style-type: none"> ▪ teamwork 	<ul style="list-style-type: none"> ▪ initiative and enterprise
Examples of occupations in the construction industry			
<ul style="list-style-type: none"> ▪ Builder 	<ul style="list-style-type: none"> ▪ Shopfitter and joiner 	<ul style="list-style-type: none"> ▪ Bricklayer 	
Mandatory course requirements to attain an HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in CPC20211 Certificate II in Construction Pathways , students require the physical ability to safely carry out manual activities such as lifting, carrying and shifting loads of materials and climbing, use construction tools and equipment and safely work with a variety of construction materials. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$75 Preliminary, \$75 HSC White Card will be delivered by an external provider \$100 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			



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

Course: Entertainment Industry (240 indicative hours) Board Developed Course Number: 26401		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The CUA30415 Statement of Attainment towards Certificate III in Live Production and Services is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CUA Creative Arts and Culture Training Package (Release 4.1) (https://training.gov.au) You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
4 Core CPCCOHS1001A Work safely in the construction industry CUAIND301 Work effectively in the creative arts industry CUAWHS302 Apply work health and safety practices SITXCCS303 Provide service to customers		8 Electives (cont.) CUASTA301 Assist with production operations for live performances Grp A CUAVSS302 Operate vision systems Group A ICTTEN202 Use hand and power tools CUASOU306 Operate sound reinforcement systems Group A CUASMT301 Work effectively backstage during performances Group A CUASTA202 Assist with bump in and bump out of shows Group C N. B. 2 core and 1 elective additional units of competency are required to achieve the full qualification. Refer to Specialisation Course Descriptor.	
8 Electives CUASOU301 Undertake live audio operations Group A CUALGT301 Operate basic lighting Group A			
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the entertainment industry involves:			
<ul style="list-style-type: none"> ▪ Lighting and sound operations ▪ Audio visual operations 		<ul style="list-style-type: none"> ▪ Set and props construction and staging ▪ Creative projects 	
Examples of occupations in the Entertainment Industry			
<ul style="list-style-type: none"> ▪ Technical Assistant (Productions) ▪ Sound Technician 		<ul style="list-style-type: none"> ▪ Assistant venue technician ▪ Follow spot operator 	<ul style="list-style-type: none"> ▪ Special Effects Assistant
Mandatory course requirements to attain a HSC credential in this course			
Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.			
Admission Requirements			
To enrol in CUA30415 Statement of Attainment towards Certificate III in Live Production , students who are interested in lighting, sound, staging, set design and dealing with patrons would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, assignments and students will be involved in performances and productions.			
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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor.			
Complaints and Appeals: Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes: The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$60 Preliminary, \$60 HSC, Uniform \$30			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship is available in this course. For more information, contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			



Course: Hospitality (240 indicative hours) Board Developed Course Number: 26511		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The SIT 20316 Certificate II in Hospitality is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 1.2) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
6 Core			
SITXWHS001	Participate in safe work practices	SITHFAB005	Prepare and serve espresso coffee Group B
BSBWOR203	Work effectively with others	SITHFAB007	Serve food and beverage Group B
SITHIND002	Source and use information on the hospitality industry	SITXFSA002	Participate in safe food handling practices Group B
SITXCCS003	Interact with customers	SITHFAB004	Prepare and serve non-alcoholic beverages Group B
SITHIND003	Use hospitality skills effectively	SITHCCC003	Prepare and present sandwiches Group B
SITXCOM002	Show social and cultural sensitivity	Additional units required to attain an HSC credential in this course	
6 Electives		SITHCCC001	Use food preparation equipment Other
SITXFSA001	Use hygienic practices for food safety Group A	SITXCOM001	Source and present information Group B
		BSBSUS201	Participate in environmentally sustainable work practices Group B
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry			
Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
<ul style="list-style-type: none"> Supporting and working with colleagues to meet goals and provide a high level of customer service 		<ul style="list-style-type: none"> Prepare for front of house service, manage resources, preparing and serving a range of food and beverages 	
Examples of occupations in the Hospitality (Food and Beverage) Industry			
Café Attendant	Food and Beverage Attendant	Barista	
Mandatory course requirements to attain a HSC credential in this course			
Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.			
Admission Requirements			
To enrol in SIT 20316 Certificate II in Hospitality , students 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 and use hand held and larger commercial equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes			
The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$140 Preliminary, \$120 HSC, \$55 Uniform			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Course: Information and Digital Technology (240 indicative hours) Board Developed Course Number: 27301		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The ICT30118 Statement of Attainment towards Certificate III in Information, Digital Media and Technology is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the ICT Information and Communications Technology (Release 5) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
6 Core BSBWHS304 Participate effectively in WHS communication and consultation processes BSBSUS401 Implement and monitor environmentally sustainable work practices ICTICT202 Work and communicate effectively in an ICT environment ICTICT302 Install and optimise operating system software ICTSAS308 Run standard diagnostic tests ICTICT301 Create user documentation N. B. 6 additional elective units of competency are required to achieve the full qualification. Refer to the IDT Specialisation Course Descriptor.		Stream ICTICT203 Operate application software packages Group A ICTICT308 Use advanced features of computer applications Group A ICTWEB302 Build simple websites using commercial programs Group D Elective ICTWEB201 Use social media tools for collaboration and engagement Group D ICTWEB303 Produce digital images for the web Group D	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the information technology industry involves:			
<ul style="list-style-type: none"> ▪ Designing webpages ▪ Supporting computer users 		<ul style="list-style-type: none"> ▪ Networking computers ▪ Communicating with clients, diagnosing solutions to software problems 	
Examples of occupations in the Information Technology Industry			
<ul style="list-style-type: none"> ▪ Service technician ▪ Help desk office 		<ul style="list-style-type: none"> ▪ Multi-media developer ▪ Online service support officer ▪ Technical support officer ▪ Web designer 	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.			
Admission Requirements To enrol in ICT30118 Statement of Attainment towards Certificate III in Information, Digital Media and Technology , students who are interested in web designing and able to communicate with clients would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities and assignments.			
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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor.			
Complaints and Appeals: Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes: The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$50 Preliminary, \$50 HSC Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship is available in this course. For more information, contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school			



Course: Retail Services (240 indicative hours) Board Developed Course Number: 26911		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The SIR30216 Certificate III in Retail is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIR Retail Services Training Package (Release 4) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
8 Core		5 Electives	
SIRXCEG001 Engage the customer		SIRXPDK001 Advise on products and services	
SIRXCOM002 Work effectively in a team		SIRRMER001 Produce visual merchandise displays	
SIRXWHS002 Contribute to workplace health and safety		SIRRINV001 Receive and handle retail stock	
SIRXRSK001 Identify and respond to security risks		SIRRINV002 Control stock	
SIRXSL001 Sell to the retail customer		SIRXIND002 Organise and maintain the store environment	
SIRXIND001 Work effectively in a service environment			
SIRXCEG002 Assist with customer difficulties		Additional for HSC Requirements	
SIRXCEG003 Build customer relationships and loyalty		SIRXSL002 Follow point-of-sale procedures	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the retail industry involves:			
<ul style="list-style-type: none"> ▪ customer service ▪ stock control ▪ using cash registers, scanners, computers, telephones 		<ul style="list-style-type: none"> ▪ teamwork ▪ designing and creating displays 	
Examples of occupations in the Retail Industry			
▪ buyer	▪ stock controller	▪ visual merchandiser	
▪ customer service assistant	▪ sales person	▪ merchandiser	
Mandatory course requirements to attain a HSC credential in this course			
Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements			
To enrol in SIR30216 Certificate III in Retail , students would need to be interested in engaging customers, maintaining daily store operations and knowledge of products and services. They would need to work independently under limited supervision. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities and assignments.			
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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes			
The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification.			
Course consumables: \$50Preliminary, \$50 HSC			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Course: Sport Coaching (240 indicative hours) Board Endorsed Course Number: 50418		Total 4 of units of credit – Preliminary and/or HSC	
The SIS30519 Certificate III in Sport Coaching is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIS Sport, Fitness and Recreation Training Package (Release 4) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
6 Core		Electives	
BSBRK401	Identify risk and apply risk management processes	SISSSCO012	Coach sports participants up to an intermediate level
HLTAID003	Provide first aid	SISXCAI009	Instruct strength and conditioning techniques
HLTWHS001	Participate in workplace health and safety	SISSSOF002	Continuously improve officiating skills and knowledge
SISSSCO002	Work in a community coaching role	SISXDIS001	Facilitate inclusion for people with a disability
SISSSCO003	Meet participant coaching needs	SISXIND006	Conduct sport, fitness and recreation events
SISSSCO005	Continuously improve coaching skills and knowledge		
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry			
Skills gained in this course transfer to other occupations. Working in the sport industry involves:			
<ul style="list-style-type: none"> ▪ assist coaching roles ▪ application of sports and competition rules 		<ul style="list-style-type: none"> ▪ teaching sports skills to an intermediate level ▪ organising and completing daily tasks 	
Examples of occupations in the Sport Industry			
<ul style="list-style-type: none"> ▪ sports trainer or coach ▪ sports official 		<ul style="list-style-type: none"> ▪ athletic support worker ▪ administration officer 	
		<ul style="list-style-type: none"> ▪ community coach 	
Mandatory course requirements to attain a HSC credential in this course			
Students must complete a minimum of 35 hours work placement over two years to practise and extend their learning.			
Admission Requirements			
To enrol in SIS30519 Certificate III in Sport Coaching , students will be required to work in teams and perform under supervision or independently in a sporting environment or school. Students must be aware that they will need to have the physical ability to participate in the practical skills required for the course, and play a variety of sports and be able to demonstrate sports skills to junior players. These are inherent skill requirements for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.			
Complaints and Appeals			
Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Course consumables: \$30 Preliminary, \$30 HSC, \$40 Shirt, \$66 First Aid Royal Lifesaving			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			










AVI30419 CERTIFICATE III IN AVIATION (REMOTE PILOT)

COURSE DESCRIPTION CODE: AVI30419	AVI30419 Certificate III Aviation (Remote Pilot)
Available as: 4 Units X 1 year/240 indicative hours 2 Units X 2 year/240 indicative hours	Statement of attainment will be issued for partial completions
Board Endorsed Course: YES	
AVI30419 Certificate III in Aviation (Remote Pilot - Visual Line of Sight) is a Board Endorsed course contributing credit for the HSC but not towards an Australian Tertiary Admission Rank (ATAR).	
Course description: Students participate in a range of theoretical and practical flying activities.	
Student Outcomes: AVI30419 Certificate III Aviation (Remote Pilot) Students will also achieve the following CASA licensed outcomes: Remote Pilot Licence (RePL) Aeronautical Radio Operators Certificate (AROC)	

UNITS OF COMPETENCY

Code	Title	Essential
AVIF0021	Manage human factors in remote pilot aircraft systems operations	Core
AVIH0006	Navigate remote pilot aircraft systems	Core
AVIW0028	Operate and manage remote pilot aircraft systems	Core
AVIW0004	Perform operational inspections on remote operated systems	Core
AVIY0052	Control remote pilot aircraft systems on the ground	Core
AVIY0023	Launch, control and recover a remotely piloted aircraft	Core
AVIY0053	Manage remote pilot aircraft systems energy source requirements	Core
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations	Core
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations.	Core
AVIE0003	Operate aeronautical radio	Elective
AVIZ0004	Maintain security awareness and vigilance in an aviation workplace	Elective
AVIY0027	Operate multi-rotor remote pilot aircraft systems	Elective
AVIW0008	Conduct aerial search using remote piloted aircraft	Elective
AVIH0008	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)	Elective

JOB OPPORTUNITIES

- | | |
|---|---|
|  Real Estate Photography |  Environment Assessment & Monitoring |
|  Wedding & Event Photography |  Agricultural Measurement & Monitoring |
|  News images |  Photogrammetry |
|  Asset Inspection |  3D Imaging |
|  Powerline Inspection & Monitoring |  Bushfire Monitoring & Risk Assessment |
|  Surveying & Mapping |  Occupational Health & Safety Monitoring |
|  Environmental Surveying |  First Response Emergency Deployment |

Our students graduate with a comprehensive understanding of the UAV industry and how it can be part of their career opportunities. Developed by leaders in the industry, UAVAIR's professional course has been designed to give students the skills needed to operate multi-rotor UAVs to the highest standards. UAVAIR specializes in preparing students for the use of Unman

COURSE OVERVIEW FOR NSW SCHOOLS

UAVAIR are proud to be delivering EVET course - AVI30316 Certificate III in Aviation (Remote Pilot - Visual Line of Sight) as part of students HSC study through our Board of Studies endorsed course.

COURSE OVERVIEW

Qualification Outcomes: AVI30316 Certificate III in Aviation (Remote Pilot - Visual Line of Sight)

Students will also achieve the following CASA licensed outcomes:

Remote Pilots Licence (RePL)

Aeronautical Radio Operators Certificate

Delivery:

240 indicative hours of unmanned aerial vehicle training

Taught at your school's campus (if appropriate)

Minimum 5 hours instructed piloting of a UAV

Our students graduate with a comprehensive understanding of the UAV industry and a clear strategy for how to progress their career. Professional training from UAVAIR provides much more than just the minimum qualifications to fly drones. Developed by leaders in the industry, UAVAIR's professional course has been designed to give students the skills needed to operate multi-rotor UAV's to the highest standards. UAVAIR specialises in preparing students for the use of Unmanned Aerial Vehicles in the professional setting.

Professional training with UAVAIR is the only course approved by both the Civil Aviation Safety Authority (CASA) and the Australian Quality Framework as a result we are the only company that supply its graduates with a Certificate III Aviation (Remote Pilot – Visual Line of Sight), as well as your Aeronautical Radio Certificate and Remote Pilot Licence (RePL).



High school students can now study
drones
AS SEEN ON SUNRISE