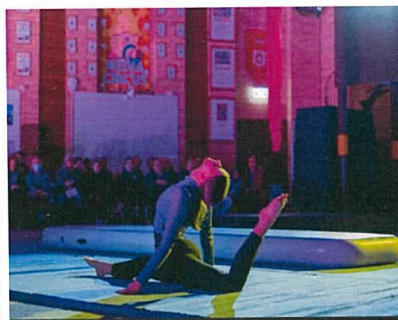


Stage 6 Subject Selection Handbook



2024 -2025



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 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 a 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



Subject Selection for Stage 6 2024-25

This booklet has been prepared to inform Year 10 students of the subject options that will be available to them for Year 11 2024 and Year 12 2025 Higher School Certificate (HSC).

The Higher School Certificate is a credential which recognises 13 years of schooling. In the interests of greater career choices and increased opportunities for university and EVET courses, it offers you a full range of study areas matching individual abilities and interests. Courses are linked to further education and training.

Before making your selection of subjects, students and parents should read this document carefully, discuss it at home and seek advice if required from subject teachers, Head Teachers, Year Adviser and Careers Adviser.

If information is sought on the relevance of subjects to tertiary courses or a particular occupation, the student should approach the careers adviser or consult the University Admissions Centre's (UAC) Guide for assistance.

<https://www.uac.edu.au/future-applicants/subject-compass>

You can view the syllabuses and course descriptions on the NSW Education Standards Authority (NESA) website.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

HSC Requirements

To be awarded the HSC students must:

- have **satisfactorily completed courses** that meet the pattern of study required by NESA for the award of the HSC. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- complete satisfactorily a Preliminary or HSC course by having:
 - **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**
- have **sat for** and **made a serious attempt** at the **HSC Examination** (unless it is a Board Endorsed Course which has no examination)
- study a minimum of 12 units in Year 11 and a minimum of 10 units in Year 12 at school.

Both the Year 11 and Year 12 pattern of study must include:

- 2 units of compulsory English
- at least 6 units of Board Developed Courses
- at least 3 courses of 2 units value or greater
- at least 4 subjects (including English)
- a maximum of 6 units of Science may be included in the Year 11 pattern of study
- a maximum of 7 units of Science may be included in the Year 12 pattern of study.

The NESA website, www.nesa.nsw.edu.au contains all the rules and requirements you will need to know for the HSC.

If you wish to receive the Australian Tertiary Admission Rank (ATAR) at the end of Year 12, you must study a minimum of 10 Board Developed Units in the HSC courses.

NOTE: Only Framework VET courses may be counted towards the ATAR

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed courses once you have studied six units from Board Developed Courses.

Australian Tertiary Rank - ATAR

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

If you wish to undertake an ATAR pathway, any course the school offers, for which there is a **formal HSC examination in 2025**, can be used to calculate your ATAR.

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

Eligibility for an 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.



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, and
- the best eight (8) units from the remaining units

Students who wish to pursue tertiary studies are advised to take particular notice of assumed knowledge, recommended subjects and prerequisites for entry to certain courses.

This information may be found in the UAC Guide, consulting with the Careers Adviser, as well as Tertiary Institutions. Many HSC courses provide advanced standing in TAFE courses.

What are Units?

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

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

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

2 Unit Course

This is the basic structure for all courses. It has a value of 100 marks.

1 Unit Course

1 unit equals approximately 2 hours of class time each week or 60 hours per year.



Extension Course

Extension study is available in a limited number of subjects, Extension courses build on the content of the 2-unit course and carries an additional value of 1 unit, requiring students to work beyond the standard of the 2-unit course.

English and Mathematics Extension courses are available in Year 11 and 12. Students must study the Year 11 extension course in these subjects before proceeding to the two Year 12 extension courses (Extension 1 and Extension 2). The optional Extension 2 courses require students to work beyond the standard for the Extension 1 course.

HSC Extension courses are offered in and examined in Year 12 only, for Science, History, Japanese Continuers and Music.

Please be aware the extension courses are usually run offline from the normal timetable and are scheduled after normal school hours.

Types of HSC Courses

There is a wide variety of courses available at Northmead Creative and Performing Arts High School that you may select in Years 11 and 12. These fall into two main categories: Board Developed Courses and Board Endorsed Courses (Non -ATAR).

| Board Developed Courses | Board Endorsed Courses |
|---|--|
| <p>HSC examination except for:</p> <ul style="list-style-type: none"> • optional examination in English Studies and Mathematics Standard 1 and VET Curriculum Framework courses • all Life Skills courses | <p>No HSC examination – school-based assessment only</p> |
| <p>May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).</p> | <p>Not included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).</p> |
| <p>Includes some Vocational Education and Training (VET) courses.</p> | <p>Includes some Vocational Education and Training (VET) courses.</p> |
| <p>Includes Life Skills courses.</p> | |

Board Developed Courses

All students entered for the HSC who are studying these courses follow the NESA syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admissions Rank (ATAR).



Board Endorsed Courses

There is no external examination for any Board Endorsed Course, but all Board Endorsed Courses count toward the HSC and appear on your Record of School Achievement (RoSA). Board Endorsed courses **do not count** in the calculation of the ATAR. There are both school and TAFE Board Endorsed Courses.

The Board Endorsed Courses offered at Northmead Creative and Performing Arts HS:

- Photography and Digital Imaging
- Sport Lifestyle Recreation (SLR)
- Visual Design
- Assisted Dance Teaching (VET)
- Sports Coaching (VET)

Vocational Education and Training (VET) Courses – Board Developed or Board Endorsed

Vocational Education and Training (VET) courses are offered as part of the HSC. They enable students to study courses which are relevant to industry needs and have clear links to post school destinations.

These courses allow students to gain both HSC qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between various education and training sectors and employment.

These courses each have a specific workplace component and a minimum numbers of hours students spend in the workplace or simulated workplace at school.

Students receive special documentation showing the competencies gained. Some of these courses will be delivered at school, while others will be delivered by TAFE or other providers.

Students can elect to sit the optional HSC examination, and this will enable them to count this subject towards their ATAR.

There are currently eleven (11) Industry Curriculum Framework areas which count towards an ATAR.

| School | TAFE (EVET) |
|------------------------------------|------------------------|
| Entertainment | Automotive |
| Hospitality | Construction |
| Retail | Electrotechnology |
| Construction (not available 2024) | Financial Services |
| Sports Coaching (Non-ATAR) | Human Services |
| Assisted Dance Coaching (Non-ATAR) | Metals and Engineering |
| | Tourism and Events |
| | Primary Industries |

Advantages:

- Full contribution to HSC
- Full contribution to TAFE accreditation
- Full Australian Qualification Framework accreditation recognised nationally
- Framework VET courses contribute to ATAR (must sit exam)
- the chosen course relates to a future career choice or current interest
- they intend continuing in this area of study at TAFE or university
- they are not necessarily aiming for an ATAR but want to continue to Year 12 to gain life skills and job relevant qualifications
- they want to acquire skills useful for a part time work whilst in tertiary education

Work Placement:

VET Framework courses that count towards an ATAR have a **mandatory 70 hours** experience in a workplace situation over the 2 years. In some circumstances, the student's part time work in an appropriate workplace maybe used to fulfil work placement requirements. Work Placement is generally done in two, one-week blocks: one in Year 11 and one block in Year 12.

Assessment:

These are competency-based courses. This means that students work to develop the competencies and skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor they can effectively carry out the various tasks listed to the standard required. There is no mark awarded in competency-based assessment. Students are either assessed as "competent" or "not yet competent".

An external written HSC Examination will be conducted for Framework courses that count towards an ATAR. The examination is optional for students who do not need the course to count towards their ATAR.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

For students who undertake the written HSC Examination, a scaled examination mark out of 100 will be recorded on their HSC.

EVET Courses

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.

Students interested in EVET courses for 2024 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.

School Based Apprenticeships and Traineeships

School Based Apprenticeships and Traineeships allow senior students to commence an apprentice or complete a traineeship whilst at school. School based apprentices work part-time and undertake the first stage of their apprenticeship training before the end of the HSC year.

Please speak to our Careers Adviser Mrs Koranyi for more information.



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 enrol 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

SATURDAY LANGUAGE SCHOOL

As indicated, students attend classes on a Saturday at one of several high schools across Sydney. Students are instructed in a range of community language to HSC level, if 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.

The units studied at Saturday Language School are additional to the 12 units studies at school.

Courses with Major Works or Performances

Several HSC courses include as part of their HSC assessment a major work or performance component. These are usually assessed by external markers in Term 3 of the HSC course. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Subjects include:

- Design and Technology,
- Industrial Technology Timber and/or Multimedia
- Society and Culture
- Dance, Drama, Music and Visual Arts
- Science Extension
- History Extension
- English Extension 2

It is very important that students gain an understanding of the requirements for subjects that have a major work so that they can plan their subject choices carefully.

For example, doing multiple subjects with a major work requires excellent time management and organisational skills that some students might find difficult to manage.

Please consult the teachers about these major works and what is required so that you can make an informed choice.

HSC Minimum Standards

What is the HSC Minimum Standard?

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

The HSC minimum standard is set a Level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for the everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan.

The standard is assessed through online tests across three areas:

- Reading,
- Writing
- Numeracy.

The minimum standard online tests are 45 minutes long and include a multiple-choice reading and numeracy test and a short writing test based on a choice



between a visual or written prompt. Examples of these tests are available on the NESA website. Students who do not meet the HSC Minimum Standard can still:

- sit the HSC examinations
- receive an ATAR for university applications
- receive a RoSA
- receive a HSC Minimum Standard report

You will **NOT** receive a HSC Certificate if you do not attain the HSC Minimum Standard.

Students do not need to achieve a minimum standard to choose a subject they will study in Year 11 and 12.

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

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

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard to receive their HSC. Students taking four or more Life Skills courses can be exempt.



All My Own Work

HSC: All My Own Work is a mandatory program designed to help HSC students to follow the principles and practices of good scholarship.

At Northmead Creative and Performing Art High School we tend to run this program at the end of Year 10.

The All My Own Work program is designed to prepare students for senior study, where students will conduct independent learning and teachers will expect more of student research and originality. All My Own Work must be completed before a student can be enrolled with NESA.

It consists of five modules:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with Others

Subject Selection Process



Students will go online to make their subject selections. Students will need to select at least 12 units of study to complete Year 11 and three reserve subjects in case they are unable to be placed into their first preferences. This may occur if there are insufficient numbers for a class to run or if student's choices do not fit within the timetable structure.

Access codes will be emailed to students to access Online subject forms.

It is important that students select their subjects in preference order (1, 2, 3.... etc.) Please note that an English level of study will be preference 1, as it is compulsory for all students.

Once all students' preferences have been submitted, then timetabling will begin. The timetabling program will assign students to subjects depending on the order of their preferences. In the rare instances that a student's preferences do not fit within the timetable structure, then a follow-up interview will take place to determine the best possible outcome.

Please be aware the English, Mathematics and Science Head Teachers' will make recommendations for students to enter the high order levels/subjects offered within their faculty.

Examples:

- English Advanced and Extension 1
- Mathematics Advanced and Ext 1
- Chemistry and Physics

How Do I Decide What Subjects to Choose?

Your aim should be to get the best HSC result you can and to fulfil your educational goals. You should choose courses that you are good at, interested in and may use in the future. Students choosing a pattern of study for the HSC should be realistic about their own ability and interests. Entrance to university is very competitive and does not meet the career ambitions of everyone.

Students may choose to study an ATAR pathway or a non-ATAR pathway.

Students can structure a combination of HSC courses that best suits the individual and is valued by employers and other agencies. Many of these, such as school-based VET or TVET courses, provided accreditation for TAFE and may have job training with them. Courses offered will vary from year to year.

In making choices, students should talk with as many people as possible, parents, teachers, friends, employers, careers adviser and others. All can offer a fresh point of view. Only the students can make the final decision. Use time wisely and go through the options and make realistic choices.

THE GOLDEN RULES FOR CHOOSING SUBJECTS

- | | |
|--|---|
| • Ability | Choose subjects that you know you are good at. |
| • Interest/Motivation | Choose subjects you are interested in. |
| • Career Aspirations | Keep in mind future career paths but be realistic about choices. |
| • Syllabus requirements - Practical/Major work components | Be mindful of how many practical works are required for your pattern of study and the timing of submission. |
| • Subject Combinations | Do the subjects complement each other? |
| • University Pre-requisites | Research at UAC any subjects that are recommend for a course |
| • Take time | Seriously consider your choices, your decision, and the effects of your decision |



Courses for 2024 - 2025 (at NCAPAHS)

| | |
|--|---|
| Agriculture | Geography |
| Ancient History | Industrial Technology Timber or Multimedia |
| Biology | Investigating Science |
| Business Studies | Japanese Beginners |
| Community and Family Studies | Japanese Continuers |
| Chemistry | Legal Studies |
| Dance | Mathematics Advanced |
| Design and Technology | Mathematics Standard |
| Drama | Mathematics Extension 1 |
| Economics | Modern History |
| Engineering Studies | Music 1 |
| English as a Additional Language/Dialect (EAL/D) | Music 2 |
| English Advanced | Personal Development, Health and Physical Education |
| English Standard | Physics |
| English Extension 1 | Society and Culture |
| Enterprise Computing | Textiles and Design |
| Food Technology | Visual Arts |

VET Board Developed HSC Courses

| | |
|--|--|
| Entertainment Industry | |
| Hospitality | |
| Retail | |
| Board Endorsed Courses – Non ATAR | |
| Assisted Dance Teaching (VET) | |
| Sports Coaching (VET) | |

Courses for 2024 - 2025 (at NCAPAHS)

| Board Endorsed Courses – Non ATAR | |
|-----------------------------------|--------------------------------------|
| Numeracy | Sport Lifestyle and Recreation (SLR) |
| Photography and Digital Imaging | Visual Design |

| TAFE (EVET) | |
|--------------------|------------------------|
| Automotive | Human Services |
| Construction | Metals and Engineering |
| Electrotechnology | Tourism and Events |
| Financial Services | Primary Industries |

Extension Classes (Year 12 ONLY)

| | |
|-------------------------|--------------------|
| English Extension 2 | Japanese Extension |
| Mathematics Extension 2 | Science Extension |
| History Extension | |

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.



Northmead Creative & Performing Arts High School

Imagine Success Achieve

School Directory (2024)

| | |
|-------------------------------|---|
| Principal | Mrs N Vazquez |
| Deputy Principal | Ms T Karayannis (Years 10 & 12) |
| Deputy Principal | Mr M Milne (Years 9 & 11) |
| Deputy Principal | Mrs M Scott (Years 7 & 8) |
| Year 11 Adviser | Miss M Boboleska |
| Year 11 Assistant Adviser | Mrs H Anwar |
| Head Teacher Welfare | Mrs C Kennaugh |
| Head Teacher Student Services | Miss A Quinn (Rlg) |
| Careers Adviser | Mrs J Koranyi |
| School Counsellors | Miss M Basson & Mrs K Marson & Miss K Tzapu |

Faculty Head Teachers

| | |
|---|---------------------------------|
| Creative and Performing Arts (CAPA) | Ms J Cullen & Mr D Wilson (Rlg) |
| English | Mr C Johnson (Rlg) |
| Human Society and its Environment (HSIE) | Mrs N Tanovic (Rlg) |
| Languages other than English (LOTE) | Ms L Mitchell (Rlg) |
| Mathematics | Mrs R Dhawan (Rlg) |
| Personal Development, Health & Physical Education (PDHPE) | Mr D Neeves |
| Science | Mrs L Menon |
| Technology and Applied Studies (TAS) | Mr I Mckenzie |
| Vocational Education Training (VET) | Mrs M Scott (DP) |



Northmead Creative & Performing Arts High School

Imagine Success Achieve

| Key Learning Area | Subjects | Units | ATAR Y/N | Pre-Requisite HSC Only |
|-------------------|--------------------------------|-------|----------|---------------------------------------|
| ENGLISH | English Advanced | 2 | Y | |
| | English Standard | 2 | Y | |
| | English EAL/D | 2 | Y | |
| | English Studies | 2 | Y | |
| | English Extension 1 | 1 | Y | English Advanced Course only |
| | English Extension 1 HSC | 1 | Y | English Extension 1 Preliminary |
| | English Extension 2 | 1 | Y | English Advanced, English Extension 1 |
| CAPA | Dance | 2 | Y | CAPA Dance Yr 10 |
| | Drama | 2 | Y | CAPA Drama Yr 10 |
| | Music Course 1 | 2 | Y | |
| | Music Course 2 | 2 | Y | CAPA Music Yr 10 |
| | HSC Music Extension | 1 | Y | Music 2 in Year 11 |
| | Photography + Digital Imaging | 2 | N | |
| | Visual Arts | 2 | Y | |
| | Visual Design | 2 | N | |
| HSIE | Ancient History | 2 | Y | |
| | Business Studies | 2 | Y | |
| | Economics | 2 | Y | |
| | Geography | 2 | Y | |
| | History Extension | 1 | Y | Ancient or Modern History Yr 11 |
| | Legal Studies | 2 | Y | |
| | Modern History | 2 | Y | |
| | Society and Culture | 2 | Y | |
| LOTE | Japanese Beginners | 2 | Y | |
| | Japanese Continuers | 2 | Y | Stage 5 Japanese |
| | Japanese Extension | 1 | Y | |
| MATHEMATICS | Mathematics Advanced | 2 | Y | |
| | Mathematics Extension 1 | 1 | Y | Mathematics Advanced |
| | Mathematics Extension 2 | 1 | Y | Mathematics Advanced, Extension 1 |
| | Mathematics Standard 1 & 2 | 2 | Y | |
| | Numeracy | 2 | N | |
| PDHPE | PD/H/PE | 2 | Y | |
| | Sport Lifestyle and Recreation | 2 | N | |
| Science | Biology | 2 | Y | |
| | Chemistry | 2 | Y | |
| | Investigating Science | 2 | Y | |
| | Physics | 2 | Y | |
| | Extension Science | 1 | Y | Studying at least 2 units of science |
| TAS | Agriculture | 2 | Y | |
| | Community and Family Studies | 2 | Y | |
| | Design and Technology | 2 | Y | |
| | Engineering Studies | 2 | Y | |

Northmead Creative & Performing Arts High School

Imagine Success Achieve

| | | | | |
|-----|----------------------------------|---|---|--|
| | Enterprise Computing | 2 | Y | |
| | Food Technology | 2 | Y | |
| | Industrial Technology Multimedia | 2 | Y | |
| | Industrial Technology Timber | 2 | Y | |
| | Textiles and Design | 2 | Y | |
| VET | Assistant Dance Teaching | 2 | N | |
| | Construction | 2 | Y | |
| | Entertainment | 2 | Y | |
| | Hospitality | 2 | Y | |
| | Retail | 2 | Y | |
| | Sports Coaching | 2 | N | |

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.

Edval Webchoice - Example

Senior electives

| Main Units | Subject | Units |
|--------------------|---|---------|
| English | <input type="text" value="No selection"/> | 0 |
| Preference 2 | <input type="text" value="No selection"/> | 0 |
| Preference 3 | <input type="text" value="No selection"/> | 0 |
| Preference 4 | <input type="text" value="No selection"/> | 0 |
| Preference 5 | <input type="text" value="No selection"/> | 0 |
| Preference 6 | <input type="text" value="No selection"/> | 0 |
| Extension Courses | <input type="text" value="No selection"/> | 0 |
| Extension Courses | <input type="text" value="No selection"/> | 0 |
| TAFE | <input type="text" value="No selection"/> | 0 |
| Community Language | <input type="text" value="No selection"/> | 0 |
| | | Total 0 |

| Reserve Units | Subject | Units |
|---------------|---|---------|
| Reserve 1 | <input type="text" value="No selection"/> | 0 |
| Reserve 2 | <input type="text" value="No selection"/> | 0 |
| Reserve 3 | <input type="text" value="No selection"/> | 0 |
| | | Total 0 |

Preference 1
Select English Course Level Advanced or Standard

Preference 2
Pick the subject you most want to do - please put it here

Preferences
Remember to list your preferences in order of desire as the lower it goes the less priority the software gives that choice

Reserves
Please carefully consider your reserve subjects as there is a possibility that you will need to be in one of these.

Parent Signature: _____



Course Information

Unit Value: 2 units for both Preliminary and HSC

Type of Course: Board Developed Course

Fee: \$20 in years 11 & 12

Course Description

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

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

Main Topics

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) –Optional This module may be studied concurrently with the Common Module and Modules A and B)

Course Requirements

Across the English Advanced Stage 6 course students are required to study:

- 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.

Year 11 course

- Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- The Year 11 course requires students to support their learning through a wide range of additional texts and textual forms.

Year 12 course

For the Year 12 English Advanced Course students are required to:

- complete the Year 11 course as a prerequisite

Students are required to study four prescribed texts, one drawn from each of the following categories:

- Shakespearean drama
- prose fiction
- poetry OR drama.
- The remaining text may be film **or** media **or** a nonfiction text OR may be selected from one of the categories above.

Students must study at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*.

Students must study One related text in the Common module: *Texts and Human Experiences*.

| English Standard | Course: ATAR – 2 Unit |
|---|-----------------------|
| Unit Value: 2 units for both Preliminary and HSC Type of Course: Board Developed Course Fee: \$20 in years 11 & 12 | |
| Course Description 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. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning. | |
| Main Topics 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) | |
| 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 | |
| YEAR 11 Course For the Year 11 English Standard course students are required to: <ul style="list-style-type: none"> complete 120 hours complete the common module as part of the first unit Complete Modules A and B In addition, the text requirements are as follows: <ul style="list-style-type: none"> There are no prescribe texts Students are required to study ONE complex multimodal or digital text in Module A Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. YEAR 12 Course For the Year 12 English Standard Course students are required to: <ul style="list-style-type: none"> complete the Year 11 English Standard course as a prerequisite Students are required to study three prescribed texts, one drawn from each of the following categories: <ul style="list-style-type: none"> Shakespearean drama prose fiction poetry OR drama. film or media or a nonfiction text The selection of texts for <i>Module C: The Craft of Writing</i> does not contribute to the required pattern of prescribed texts for the course. Students must study One related text in the Common module: <i>Texts and Human Experiences</i> . | |

Unit Value: 2 units for each of Preliminary and HSC

Type of Course: Board Developed

Pre-Requisite: The 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 Year 11.

Fee: \$20 years 11 & 12

Course Description

The English EAL/D course is designed for students who come from diverse backgrounds and bring a variety of linguistic and cultural experiences to the classroom to develop and consolidate their use, understanding and appreciation of Standard Australian English.

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. The English EAL/D course focuses on the close study of language and meaning and English language learning providing students with opportunities to develop and refine skills in spoken and written English.

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)

Module D: Focus on Writing (concurrent module) (30 hours)

Course Requirements

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

- A range of types of texts inclusive of prose, fiction, drama, poetry, nonfiction, film, media and digital texts
- Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the 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.

YEAR 11 Course

For the Year 11 English EAL/D course students are required to:

- complete 120 hours
- complete Modules A, B and C
- engage in regular wide reading connected to, and describe in, each of the modules
- engage in listening and speaking components in each module

YEAR 12 Course

For the Year 12 English Standard Course students are required to:

- complete the Year 11 English EAL/D course as a prerequisite
- complete Module A first
- complete Modules B and C over the course of the year
- complete the Focus on Writing module concurrently with Modules A, B and C
- engage in listening and speaking components in each module

Unit Value: 2 units for HSC

Type of Course: Board Developed Course

Fee: \$20 in year 12

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)

Course Requirements

Across Stage 6 the selection of texts will give students experiences of the following as appropriate:

- 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

Year 11 Course

In Year 11 English Studies course students must:

- complete 120 hours
- study the mandatory module, Achieving through English, as the first unit of work
- study at least ONE substantial print text, for example a novel, biography or drama
- study at least ONE multimodal text, for example film or television series
- complete an additional 2-4 modules from the elective modules provided (one may be school-designed) considering factors such as students' needs, interests, abilities, choices of other Year 12 and 12 courses. Career aspirations and personal circumstances.

Year 12 Course

For the Year 12 English Studies course students:

- must have completed the Year 11 course
- study the mandatory common module – Texts and Human Experiences as the first unit of work.
- complete an additional 2-4 modules from the elective modules provided (one may be school designed)

In Year 12 students are required to:

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

Through the study of English Studies, all students will:

- have the choice to sit the optional HSC Examination

English Extension 1**Course ATAR: 1 Unit****Unit Value:** 1 unit for Preliminary**Type of Course:** 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.

Main Topics**Year 11 Course Content**

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

Course Requirements

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

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences 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

Year 11 Course

Students are required to:

- complete 60 indicative hours
- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

| English Extension 1 - HSC | | Course ATAR: 1 Unit |
|---|--|---|
| Unit Value: 1-unit (To be studied in Yr 12 only) Type of Course: 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 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. The course is designed for students with an interest in literature and a desire to pursue specialised study of English. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world. | | |
| Main Topics In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. The course has one common module, <i>Literary Worlds</i> , with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. <ul style="list-style-type: none"> at least THREE prescribed texts for the elective study which must include two print texts at least TWO related texts. Elective Modules: Elective 1: Literary Homelands Elective 2: Worlds of Upheaval Elective 3: Reimagined Worlds Elective 4: Literary Mindscapes Elective 5: Intersecting Worlds | | |
| 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 | | |

| English Extension 2 | | Course ATAR: 1 Unit | |
|---|--|---|--|
| Unit Value: 1-unit HSC course only | | Exclusions: English (Standard); English (EAL/D) English (Studies) | |
| Type of Course: Board Developed | | | |
| Prerequisites: English Advanced, English Ext 1 (both Year 11 and 12) | | | |
| 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 the 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. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace. | | | |
| HSC Course Content The Composition Process Major Work Reflection Statement The Major Work Journal (60 hours) | | | |
| Course Requirements In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement. | | | |
| Students are required to: <ul style="list-style-type: none">complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. Students can choose to compose in ONE of the following forms: <ul style="list-style-type: none">short fictioncreative nonfictionpoetrycritical responsescript (short film, television, drama)podcasts (drama, storytelling, speeches, performance poetry) | | | |

| DANCE | | Course: ATAR - 2Unit |
|--|--|---|
| Unit Value: 2 units for each of Preliminary and HSC | 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 | |
| Type of Course: Board Developed Course | | |
| Fees: \$60 in year 11 | | |
| Course Description: Students undertake a study of Dance as an art form. While the course builds on Stage 4 and 5 Dance courses, it also caters for students with less experience. | | |
| Main Topics covered | | |
| Preliminary course 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 assessed: | | |
| | <ul style="list-style-type: none">• Performance• Composition• Appreciation | <ul style="list-style-type: none">40%30%30% |
| HSC Course Students continue common study in the three course components of Performance, Composition and Appreciation and undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology Components to be assessed: | | |
| | <ul style="list-style-type: none">• Performance• Composition• Appreciation• Major Study | <ul style="list-style-type: none">20%20%20%40% |
| Course Requirements: <ul style="list-style-type: none">• The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.• The published <i>Course Prescriptions</i>, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.• Students selecting Dance are required to keep a process diary of the development of all practical core and major study components. | | |
| Major Study – Performance (Practical Examination) This examination should only be attempted by candidates who have nominated Performance as their major study. Candidates will present a solo ‘Work’ of between 4–6 minutes duration that will be different from that presented for the Core Performance. At the conclusion of the performance, an examiner-guided interview will take place in which candidates can orally and physically demonstrate their applied knowledge and understanding of performance. | | |
| Major Study – Composition (Practical Examination) This examination should only be attempted by candidates who have nominated Composition as their major study. Candidates will choreograph a ‘Work’ of between 4–6 minutes duration for 2 to 3 dancers and submit a 300-word rationale for their composition. Candidates will have the opportunity to elaborate on their rationale and orally and physically demonstrate their applied knowledge and understanding of the compositional process. | | |
| Major Study – Dance and Technology (Individual Project) This project should only be attempted by candidates who have nominated Dance and Technology as their major study. Candidates will be required to choose ONE option. | | |
| Option 1: Choreographing the Virtual Body Candidates will create and choreograph a ‘Work’ of between 4–6 minutes duration for 2 to 3 dancers using computer-based animation software. Candidates will present the virtual choreography and submit a 300-word rationale for their project. Candidates will have the opportunity to elaborate on their rationale and orally and physically demonstrate their applied knowledge and understanding of the compositional process. | | |
| Option 2: Film and Video Candidates will create and choreograph a ‘Work’ of between 4–6 minutes duration for 2 to 3 dancers. Candidates will film and edit the ‘Work’, present the filmed and edited choreographed ‘Work’, and submit a 300-word rationale for their project. Candidates will have the opportunity to elaborate on their rationale and orally and physically demonstrate their applied knowledge and understanding of the compositional process. Candidates are not to perform in their film/video as this Major-Study option is focused on the candidate’s work behind the camera. | | |

Please note: Entry into Dance is by audition.

| DRAMA | | Course: ATAR – 2 Unit |
|---|--|--|
| Unit Value: 2 units for each of Preliminary and HSC Type of Course: Board Developed Course Fees: \$60 in year 11 | | 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, Playbuilding 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. The group performance comprises 30% of the HSC weighting. For the Individual Project students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Scriptwriting or Video Drama. The individual Project comprises 30% of the HSC weighting. | | |
| Main Topics Covered: | | |
| Preliminary Course <ul style="list-style-type: none"> • Improvisation, Play Building, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles | | |
| HSC Course <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project | | |
| 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 stimulus 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. | | |

Please note: Entry into Drama is by audition.

| MUSIC 1 | Course: ATAR–2 Unit | | |
|--|---|---|---|
| Unit Value: 2 units for each of Preliminary and HSC Type of Course: Board Developed Course Exclusions: Music 2 Fee: \$60 in year 11 | | | |
| Course Description: In the Year 11 and 12 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. Students nominate three electives made up of any combination of performance, composition and/or musicology which reflect the three topics studied in the HSC course. | | | |
| Main Topics Covered: Year 11 Course Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. HSC Course Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics available for study in both years: <table border="0" data-bbox="193 824 1299 1205"> <tr> <td> <ul style="list-style-type: none"> • An instrument and its repertoire • Baroque music • Medieval music • Music and religion • Music for large ensembles • Music for small ensembles • Music of a culture (Yr11 course) • Music of the 18th century • Music of the 20th and 21st centuries • Renaissance music • Technology and its influence on music </td><td> <ul style="list-style-type: none"> • Australian music • Jazz • Methods of notating music • Music and related arts • Music for radio, film, TV, multimedia • Music in education • Music of a culture (HSC course) • Music of 19th century • Popular music • Rock music • Theatre music </td></tr> </table> | | <ul style="list-style-type: none"> • An instrument and its repertoire • Baroque music • Medieval music • Music and religion • Music for large ensembles • Music for small ensembles • Music of a culture (Yr11 course) • Music of the 18th century • Music of the 20th and 21st centuries • Renaissance music • Technology and its influence on music | <ul style="list-style-type: none"> • Australian music • Jazz • Methods of notating music • Music and related arts • Music for radio, film, TV, multimedia • Music in education • Music of a culture (HSC course) • Music of 19th century • Popular music • Rock music • Theatre music |
| <ul style="list-style-type: none"> • An instrument and its repertoire • Baroque music • Medieval music • Music and religion • Music for large ensembles • Music for small ensembles • Music of a culture (Yr11 course) • Music of the 18th century • Music of the 20th and 21st centuries • Renaissance music • Technology and its influence on music | <ul style="list-style-type: none"> • Australian music • Jazz • Methods of notating music • Music and related arts • Music for radio, film, TV, multimedia • Music in education • Music of a culture (HSC course) • Music of 19th century • Popular music • Rock music • Theatre music | | |
| 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. | | | |

Please note: Entry into Music is by audition.

MUSIC 2

Course: ATAR - 2 Unit

Unit Value: 2 units for each of Preliminary and HSC

Type of Course: Board Developed Course

Prerequisites: Music Additional Study course (or equivalent)

Exclusions: Music 1

Fee: \$60 in year 11

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:

Year 11 Course

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)

HSC Course

Students in the HSC course will study the Mandatory Topic: Music of the Last 25 Years (Australian focus) and one additional topic.

Additional Topics:

- | | |
|----------------------|----------------------------------|
| • Music of a culture | • Medieval music |
| • Renaissance music | • Baroque music |
| • Classical music | • 19 th century music |

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

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 NESA to validate authorship of the submitted work.

Please note: Entry into Music 2 is by audition.

| MUSIC Extension | Course: ATAR – 1 Unit |
|--|-----------------------|
| <p>Unit Value: 1 Unit- 60- hour (HSC course only)</p> <p>Type of Course: Board Developed Course</p> <p>Category: A</p> <p>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.</p> <p>Exclusions: Music 1</p> <p>Fee: \$60 in year 12</p> | |
| <p>Course Description</p> <p>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.</p> <p>Students will specialise in an individual program of study which will be negotiated between the teacher and student.</p> <p>Performance – 3 or more works with one being an ensemble or Composition – 2 submitted compositions or Musicology – research work (submitted)</p> | |
| <p>Course Requirements</p> <p>Students will nominate ONE elective study in performance, composition or musicology</p> <p>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 NESA to validate authorship of the submitted work.</p> | |

Please note: Entry into Music Extension is by audition/interview.

Unit Value: 2 units both Preliminary & HSC

Type of Course: Content Endorsed Course

Category: Non-ATAR

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.

Fee: \$100 in both year 11 and 12

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. Students study the various genres such as Landscape, Portraiture, Documentary and Still Life Photography.

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

Modules include:

- Introduction to Practice in Wet Photography & using film cameras
- Portraiture using natural and artificial lighting
- Exploration of colour in photography
- History of photography
- Instruction in the use of equipment, cameras & lighting
- Studying the Masters of Photography

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.

Course Requirements

Students are required to keep a diary throughout the course and purchase a SD card for Digital Photography units

VISUAL ARTS

Course: ATAR – 2 Unit

Unit Value: 2 Units for each of Preliminary and HSC

Type of Course: 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

Fee: \$60 in year 11

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 artwork. 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 maybe interpreted and how students might develop their own informed points of view
- How students may develop meaning and focus 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.

Course Requirements:

Preliminary Course

- Artworks in at least two expressive forms and use of a Visual Arts 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.

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

VISUAL DESIGN

Course: Non ATAR – 2 Unit

Unit Value: 2 units in Preliminary & HSC Course

Type of Course: Content Endorsed Course

Category: Non ATAR

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

Fee: \$60 in year 11

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.

Course Requirements

Students are required to keep a diary throughout the course.

Unit Value: 2 units for each of Preliminary and HSC

Type of Course: Board Developed Course

Exclusions: Nil

Fee: 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

The Year 11 course comprises three sections.

1. **Investigating Ancient History**
Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies
2. **Features of Ancient Societies**
Students study at least two ancient societies
3. **Historical Investigation**
Historical concepts and skills are integrated with the studies undertaken in Year 11.

HSC Course

The Year 12 course comprises four sections.

1. **Core Study:** Cities of Vesuvius – Pompeii and Herculaneum
2. **One 'Ancient Societies' topic**
3. **One 'Personalities in their Times' topic**
4. **One 'Historical Periods' topic**

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course Requirement:

Year 11 course

In the Year 11 course, students undertake at least TWO case studies.

- One must be from Egypt, Greece, Rome or Celtic Europe, and
- One must be from Australia, Asia, the Near East or the Americas.

Year 12 course

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

- Egypt
- Near East
- China
- Greece
- Rome

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

Unit Value: 2 units for each of Preliminary and HSC

Type of Course: Board Developed Course

Exclusions: Nil

Fee: 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.

Main Topics Covered

Preliminary Course

- Nature of business – the role and nature of business
- Business Management – the nature and responsibilities of management
- Business Planning – establishing and planning a small to medium enterprise

HSC Course

- Operations – strategies for effective operations management
- Marketing – development and implementation of successful marketing strategies
- Finance - financial information in the planning and management of business
- Human resources – human resource management and business performance.

Particular Course Requirements

Each topic in the Business Studies syllabus addresses the knowledge and understanding objectives:

- the nature, role and structure of business
- internal and external influences on business
- the functions and processes of business activity
- management strategies and their effectiveness.

Students address the skills objectives by investigating the following issues:

- competitive strategy
- coordinating key business functions and resources
- globalisation
- role of government
- corporate social responsibility.

In the *Students learn to* content students are required to examine contemporary business issues and investigate aspects of business using hypothetical situations and actual business case studies.

ECONOMICS

Course: ATAR - 2Unit

Unit Value: 2 units for each of Preliminary and

HSC Type of Course: Board Developed Course

Exclusions: Nil

Fee: Nil

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.

Main Topics Covered:

Preliminary Course

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

HSC Course

- 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.

Particular Course Requirements

Nil

GEOGRAPHY

Course: ATAR-2 Units

Unit Value: 2 units for each of Preliminary and HSC

Type of Course: Board Developed Course

Exclusions: Nil

Fee: Nil

Course Description:

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

The HSC course enables students to 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.

Main Topics Covered

Preliminary Course

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

HSC Course

- Ecosystems at Risk: The functioning of ecosystems, their management and protection
- Urban Places: Study of cities and urban dynamics
- People and 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.

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.

Unit Value: 1 unit HSC – Year 12 only

Type of Course: Board Developed Course

Exclusions: Nil

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

Course Description:

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

Main Topics Covered

HSC History Extension involves the study and evaluation of the ideas and processes used by historians to produce history.

Constructing History – Key Questions

Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

Constructing History – Case Studies

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.

History Project

Students work independently to plan and conduct their investigation, focusing on an area of changing historical interpretation.

Contents of the History Project are:

- Purpose
- Process
- Presentation – The Proposal, the Essay, the Bibliography, Annotated Sources and the Process Log
- Assessment

Course Requirements

The course requires students to undertake:

- one case study
- the development of one History Project.

Unit Value: 2 units in both Preliminary & HSC

Type of Course: Board Endorsed Course

Exemption: Nil

Fee: Nil

Course Description:

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students can 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** - students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions.
- **The Individual and the State** - students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports.
- **The Law in Practice** - students investigate contemporary issues that illustrate how the law operates in practice.

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

- **Crime** - using a range of contemporary examples, students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.
- **Human Rights** - using a range of contemporary examples, students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice.
- **Additional Focus Studies** - using contemporary examples, students investigate the legal rights of consumers and the effectiveness of the law in achieving justice for consumers.

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

Nil

Unit Value: 2 units for each of Preliminary and HSC

Type of Course: Board Developed Course

Exclusions: Nil

Fee: Nil

Course Description:

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.

Main Topics Covered:

Preliminary Course

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.

Historical Concepts and Skills integrated into the content

1. Investigating Modern History:
 - The Nature of Modern History
 - Case Studies
2. Historical Investigation – An investigation, where the student is able to develop their investigative skills, research and presentation skills, in a topic of their choice.
3. The Shaping of the Modern World - Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.

HSC Course

The HSC Course 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.

Historical Concepts and Skills integrated into the content

- Core Study: Power and Authority in the Modern World 1919–1946
- ONE 'National Studies' topic
- ONE 'Peace and Conflict' topic
- ONE 'Change in the Modern World' topic.

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.

SOCIETY AND CULTURE

Course: ATAR - 2 Units

Unit Value: 2 units for each of Preliminary and HSC

Type of Course: Board Developed Course

Exclusion: Nil

Fee: 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.

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:** The interactions between persons and groups within societies
- **Personal and Social Identity:** Socialisation and the development of personal and social identity in a variety of social and cultural settings
- **Intercultural Communication:** How people in different social, cultural and environmental settings behave, communicate and perceive the world around them

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

Depth Studies (Two) 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
- Belief Systems and Ideologies - The relationship of belief systems and ideologies to culture and identity
- Social Conformity and Nonconformity - The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Key concepts incorporated across all topics:

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

Course Requirements

Students undertake a Major Research Task (The Personal Interest Project) 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.

JAPANESE (Beginners)

Course: ATAR – 2 Unit

Unit Value: 2 units for each of Preliminary and HSC**Type of Course:** 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***Fee:** \$45 in year 11 and \$40 in year 12**Course Description:**

Beginners language courses provide students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

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:

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

You will be able to communicate across a range of topics including:

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

Course Requirements:

Nil

Unit Value: 2 units for each of Preliminary and HSC

Type of Course: 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*

Fee: \$50 in year 11 and \$40 in year 12

Course Description:

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.

Main Topics

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

The **Prescribed themes** for this course are:

- **the individual:** enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others.
- **the Japanese – speaking communities:** explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.
- **the changing world:** enables students to explore change as it affects aspects of the world of work and other topics such as current issues.

The **Mandatory Topics** for this course are:

- Daily Life
- Leisure
- Travelling in Japan
- Living in Japan
- Cultural life
- 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

Course Requirements:

100 hours of Japanese in Stage 5

Unit Value: 1 Unit - 60 hour (HSC course only)

Type of Course: Board Developed Course

Prerequisites: Japanese Continuers (studied concurrently with HSC course of Japanese Continuers.

Exclusions: Japanese Beginners, Japanese and Literature, Japanese in Context

Course Description:

The Japanese Extension course builds on students' knowledge and understanding of a range of issues as reflected in contemporary Japanese texts, while extending their ability to use and appreciate Japanese as a medium for communication, and creative thought and expression. Students engage with the issues through the study of a prescribed text. The prescribed text may be an extract or extracts from a novel or film, or a selection of short stories or songs. For 2020 - 2024 HSC, the prescribed text consists of 9 extracts from:

Text type: Film

Title: Kimi no Na wa (Your Name) 2016

Director: Makoto Shinkai

Course Requirements:

Course outcomes build on the outcomes for the Japanese Continuers course; therefore students must have an excellent understanding of the Japanese Continuers course.

Main Topics Covered:

The organisational focus of the Japanese Extension course is the theme: the individual and contemporary society. A number of issues that represent aspects of the theme are prescribed for study.

Prescribed issues

| Connectedness | Journeys | Impact of the past |
|--|--|---|
| For example: people and places traditions and beliefs communication | For example: self-discovery making choices hopes and dreams | For example: memories experiences city and country |

Prerequisite Course of Study

for

Stage 6 Mathematics Courses

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically through questioning, communicating, reasoning and reflecting. They promote development of 21st-century knowledge, skills, understanding, values and attitudes and provide challenge. Students generalise, find connections, think critically and creatively, using appropriate technology to support mathematical activity.

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

The **Advanced Course** is for talented mathematics students. Students must have **excelled** in the following Stage 5.3 sub strands:

- 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.

Unit Value: 2 units for both Preliminary & HSC **Type of**

Course: Board Developed Course

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 sub strands of Stage 5.1 and Stage 5.2, and the Core outcomes 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.

Fee: \$20 in both year 11 & 12

Course Description:

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

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 using 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.

Main Topics Covered

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:

| <u>Preliminary Course</u> | <u>HSC Course</u> |
|--|--|
| <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - Working with Functions • Trigonometric Functions <ul style="list-style-type: none"> - Trigonometry and Measure of Angles - Trigonometry Functions and Identity ▪ Calculus <ul style="list-style-type: none"> - Introduction to Differentiation ▪ Exponential and Logarithmic Functions <ul style="list-style-type: none"> - Logarithms and Exponentials ▪ Statistical Analysis <ul style="list-style-type: none"> - Probability and Discrete Probability Distributions | <ul style="list-style-type: none"> ▪ Functions <ul style="list-style-type: none"> - Graphing Techniques ▪ Trigonometric Functions <ul style="list-style-type: none"> - Trigonometric Functions and Graphs ▪ Calculus <ul style="list-style-type: none"> - Differential Calculus - Applications of Differentiation - Integral Calculus ▪ Financial Management <ul style="list-style-type: none"> - Modelling Financial Situations ▪ Statistical Analysis <ul style="list-style-type: none"> - Descriptive Statistics and Bivariate Data Analysis - Random Variables |

Course Requirements

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

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

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

Mathematics Extension 1

Course: ATAR 1 Unit

Unit value: 1 unit in both Preliminary and HSC

Type of Course: Board Developed Course

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 sub strands of Stage 5.1 and Stage 5.2, and the core sub strands 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.

Fee: Nil

Course Description:

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

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.

Main Topics Covered

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 Course | HSC Course |
|--|---|
| <ul style="list-style-type: none">• Functions<ul style="list-style-type: none">- Further work with Functions- Polynomials• Trigonometric Functions<ul style="list-style-type: none">- Inverse Trigonometric Functions- Further Trigonometric Identities▪ Calculus<ul style="list-style-type: none">- Rates of Change▪ Combinatorics<ul style="list-style-type: none">- Working with Combinatorics | <ul style="list-style-type: none">▪ Proof<ul style="list-style-type: none">- Proof by Mathematical Induction▪ Vectors<ul style="list-style-type: none">- Introduction to Vectors▪ Trigonometric Functions<ul style="list-style-type: none">- Trigonometric Equations▪ Calculus<ul style="list-style-type: none">- Further Calculus Skills- Applications of Calculus▪ Statistical Analysis<ul style="list-style-type: none">- Binomial Distribution |

Course Requirements

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.

Unit Value: 1 unit in the HSC

Type of Course: Board Developed Course

Prerequisites:

Students must have demonstrated a strong understanding of the Mathematics Extension 1 course to undertake this course.

Fee: Nil

Course Description:

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not seen.

The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.

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.

Main Topics Covered

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

- 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

Course Requirements

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.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

Mathematics Standard**Course: ATAR – 2 Unit****Unit Value:** 2 units for each of Preliminary and HSC**Type of Course:** Board Developed Course**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 Standard Mathematics.**Fee:** \$20 in year 11 and 12**Course Description:**

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

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

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

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

Main Topics Covered:

| Preliminary Course | Mathematics Standard 1 (HSC) | Mathematics Standard 2 (HSC) |
|---|--|--|
| <ul style="list-style-type: none"> ▪ Algebra <ul style="list-style-type: none"> - Formulae and Equations - Linear Relationships ▪ Measurement <ul style="list-style-type: none"> - Applications of Measurement - Working with Time ▪ Financial Mathematics <ul style="list-style-type: none"> - Money Matters ▪ Statistical Analysis <ul style="list-style-type: none"> - Data Analysis - Relative Frequency and Probability | <ul style="list-style-type: none"> ▪ Algebra <ul style="list-style-type: none"> - Types of Relationships ▪ Measurement <ul style="list-style-type: none"> - Right Angled Triangles - Rates - Scale Drawings ▪ Financial Mathematics <ul style="list-style-type: none"> - Investment - Depreciation and loans ▪ Statistical Analysis <ul style="list-style-type: none"> - Further Statistical Analysis ▪ Networks <ul style="list-style-type: none"> - Networks and Paths | <ul style="list-style-type: none"> ▪ Algebra <ul style="list-style-type: none"> - Types of Relationships ▪ Measurement <ul style="list-style-type: none"> - Non-Right-Angled Trigonometry - Rates and ratios ▪ Financial Mathematics <ul style="list-style-type: none"> - Investment and loans - Annuities ▪ Statistical Analysis <ul style="list-style-type: none"> - Bivariate Data Analysis - The Normal Distribution ▪ Networks <ul style="list-style-type: none"> - Networks Concepts - Critical Path Analysis |

Course Requirements

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus.

In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

Unit Value: 2

Type of Course: Content Endorsed Course

Prerequisites: Completed Stage 5.1 or Stage 5.1/5.2 Mathematics outcomes in Stage 5.

Exclusions: The Numeracy CEC can be studied as a stand-alone course where the student would benefit from additional learning opportunities to strengthen their numeracy development.

Fee: \$20 in year 11 and 12

Target Candidature:

This course is targeted to students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. Students who have already met the HSC minimum standard in numeracy are better placed rather than studying Mathematics Standard or Advanced in Year 11.

Course description:

The Numeracy Content Endorsed Course (CEC) is a new course focused on the development and consolidation of core numeracy skills. The Numeracy course builds on the knowledge, skills and understandings presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

Main Topics Covered

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions to manage situations and solve problems relating to their present and future needs.

The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.

| Module 1 | Module 2 |
|--|---|
| <ul style="list-style-type: none"> ▪ Whole numbers ▪ Operations with whole numbers ▪ Distance, area and volume ▪ Time ▪ Data, graphs and tables | <ul style="list-style-type: none"> ▪ Fractions and decimals ▪ Operations with fractions and decimals ▪ Metric relationships ▪ Length, mass and capacity ▪ Chance |

The Numeracy Year 12 course content comprises 2 modules. The modules are divided into content areas.

| Module 3 | Module 4 |
|---|--|
| <ul style="list-style-type: none"> ▪ Percentages ▪ Operations with numbers ▪ Finance ▪ Location, time and temperature ▪ Space and design | <ul style="list-style-type: none"> ▪ Rates and ratio ▪ Statistics and Probability ▪ Exploring with NRMT |

Course Requirements

The Numeracy Stage 6 course is a Content Endorsed Course (CEC). CECs are not externally examined, and results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR).

Assessment in this course is school-based. Teachers award a grade in Year 11 using the Common Grade Scale and an assessment grade in Year 12 using the Achievement Level Descriptions for reporting achievement.

The course can count towards the Higher School Certificate and appear on the student's Record of School Achievement (RoSA). Where students request a RoSA, the Numeracy course will be listed with their other Stage 6 courses.

Unit Value: 2 units for each of Preliminary and HSC

Type of Course: Board Developed Course

Exclusions: Nil

Fee:

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 can select from a range of practical options in areas such as first aid, outdoor recreation, composition and performance 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:

Through the study of the PDHPE course, students learn to develop:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis

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

Course Requirements:

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

Unit Value: 2 units both Preliminary and HSC

Type of Course: Content Endorsed Course

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

Fee:

Course Description

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.

Main Topics Covered

The Sport, Lifestyle and Recreation course is comprised of 15 modules. Schools can select from these modules to develop programs that respond to student needs and interests.

The modules in Sport, Lifestyle and Recreation are:

- Aquatics
- Athletics
- First Aid
- Fitness
- Resistance Training
- Games & Sports Application 1
- Games & Sports Application 2
- Sports Administration
- Coaching & Training
- Social Perspectives of Sport
- Healthy Lifestyle

Course Requirements

Each module is between 20 and 40 hours in length. Students will complete 240 hours of study through the Preliminary and HSC courses to fulfil the requirement of the 2-unit course.

The course can count towards the Higher School Certificate and appear on the student's Record of School Achievement (RoSA).

Science in Stage 6

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

- Biology
- Chemistry
- Investigating Science
- Physics

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 higher-level Science course that allows them to carry out a scientific research project and to potentially study with research institutes and universities.

The 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 Science Extension course must achieve a grade A or B in their Stage 6 Preliminary course.

Entry to the Extension course is by recommendation only.

More information can be found at

<https://sites.google.com/education.nsw.gov.au/science-at-northmead-cap-a-high/home>

| BIOLOGY | | Course: ATAR – 2 Unit |
|--|--------------------------------------|-----------------------|
| Unit Value: 2 unit in both Preliminary and HSC Type of Course: Board Developed Course Exemption: Nil Fee: \$25 in year 11 | | |
| Course Description The <i>Biology Stage 6 Syllabus</i> 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 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. | | |
| Main Topics Covered | | |
| Preliminary course | HSC Course | |
| Cells as the Basis of Life | Heredity | |
| Organisation of Living Things | Genetic change | |
| Biological Diversity | Infectious Disease | |
| Ecosystem Dynamics | Non-infectious Disease and Disorders | |
| Course Requirements 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 15 hours allocated to practical investigations in depth studies for both Year 11 and 12. One fieldwork exercise must be completed in Year 11. | | |

| CHEMISTRY | | Course: ATAR - 2Unit |
|---|--|---|
| Unit Value: 2 units for both Preliminary and HSC Type of Course: Board Developed Course Fee: \$25 in year 11 | | |
| Course Description <p>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.</p> <p>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.</p> <p>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 to gain a better understanding of how chemicals interact.</p> <p>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.</p> | | |
| Main Topics Covered Preliminary course | | HSC Course |
| Properties and Structure of Matter Introduction to Quantitative Chemistry Reactive Chemistry Drivers of reactions | | 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 15 hours allocated to practical investigations in depth studies. | | |

INVESTIGATING SCIENCE

Course: ATAR - 2Unit

Unit Value: 2 units for Preliminary and HSC

Type of Course: Board Developed Course

Fee: \$25 in year 11

Course Description

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

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

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

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

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

Main Topics Covered

| Preliminary | HSC |
|--|---|
| <ul style="list-style-type: none">• Cause and Effect: Observing• Cause and Effect: Inferences and Generalisations• Scientific Models• Theories and Laws | <ul style="list-style-type: none">• 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 15 hours allocated to practical investigations in depth studies.

| PHYSICS | | Course: ATAR – 2 Unit |
|---|-------------------------------|-----------------------|
| Unit Value: 2 units in both Preliminary and HSC Type of Course: Board Developed Course Fee: \$25 in year 11 | | |
| Course Description <p>The <i>Physics Stage 6 Syllabus</i> 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> | | |
| Main Topics Covered | | |
| Preliminary course | HSC Course | |
| Kinematics | Advanced Mechanics | |
| Dynamics | Electromagnetism | |
| Waves and Thermodynamics | The Nature of Light | |
| Electricity and Magnetism | From the Universe to the Atom | |
| Requirements for Practical Investigations <p>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 15 hours allocated to practical investigations in depth studies.</p> | | |

Science Extension

Course: ATAR - 1 Unit

Unit Value: 1 unit HSC Only

Type of Course: Board Developed Course

Fee:

Pre-requisites: Study of at least one of Biology, Chemistry, Investigating Science or Physics in Year 11 and continue the study of at least one of these science courses throughout Year 12.

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

Course Description:

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

Modules Studied:

1. The Foundations of Scientific Thinking (*Establish an area for scientific research*)
2. The Scientific Research Proposal (*Formulate the hypothesis for research*)
3. The Data, Evidence & Decisions (*Find or generate the data. Apply methodologies to analyse the data*)
4. The Scientific Research Report (*Develop the Scientific research Report and respond to the hypothesis*)

Course Requirements:

Students are expected to propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Project Report, which is supported and evidenced by a Scientific Research Portfolio.

Unit Value: 2 units for each of Preliminary and HSC

Type of Course: Board Developed Course

Exclusions: Nil

Fee: \$50 in year 11

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
- The Farm Case Study
- Plant Production
- Animal Production

HSC Course

Core Topics 80%

- Plant/Animal Production
- Farm Product Study
- Elective

Optional Components (20%)

Choose one of the following electives to study:

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

Course Requirements:

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

Unit Value: 2 units for each of Preliminary and HSC **Type**

of Course: Board Developed Course

Exclusions: Nil

Fee: \$30 in year 11

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.

Through the study of the Community and Family Studies course, students learn to develop:

- knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- knowledge and understanding about research methodology and skills in researching, analysing and communicating
- skills in the application of management processes to meet the needs of individuals, groups, families and communities
- skills in critical thinking and the ability to take responsible action to promote wellbeing
- an appreciation of the diversity and interdependence of individuals, groups, 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
- Social Impact of Technology
- Individuals and Work

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

Unit Value: 2 units for each of Preliminary and HSC

Type of Course: Board Developed Course

Exclusions: Nil

Fee: \$85 in year 11

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.

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.

| ENGINEERING STUDIES | Course: ATAR -2Unit |
|---|---------------------|
| <p>Unit Value: 2 units for each of Preliminary and HSC</p> <p>Type of Course: Board Developed Course</p> <p>Exclusions: Nil</p> <p>Fee: \$20 in year 11</p> | |
| <p>Course Description</p> <p>Both Preliminary and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession.</p> <p>Students study engineering by investigating a range of applications and field of engineering.</p> | |
| <p>Main Topics Covered</p> <p>Preliminary Course</p> <p>Students undertake the study and develop an engineering report for each of four (4) modules:</p> <p>Application Modules (three based on engineered products):</p> <ul style="list-style-type: none"> • Engineering Fundamentals • Engineered Products • Braking Systems <p>Focus Module (one) relating to the field of Bio-Engineering</p> <p>HSC Course</p> <p>Students undertake the study and develop an engineering report for each of four (4) modules:</p> <p>Application Modules (two) based on engineered products:</p> <ul style="list-style-type: none"> • Civil Structures • Personal and Public Transport. <p>Focus Modules (two) relating to the field of:</p> <ul style="list-style-type: none"> • Aeronautical Engineering • Telecommunications Engineering. • | |
| <p>Course Requirements</p> <p>Students develop an engineering report for each module studied.</p> <p>At least one (1) report in each of the Preliminary and the HSC courses must be the result of collaborative work.</p> | |

Unit Value: 2 units for each of Preliminary and HSC

Type of Course: Board Developed Course

Exclusions: Nil

Fee: \$120 in year 11 and \$130 in year 12

Course Description

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

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

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%)

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.

Equipment: Full white apron, leather shoes. A4 folder for theory.

Unit Value: 2 units for each of Preliminary and HSC

Type of Course: Board Developed Course

Exclusions: Students may only undertake ONE Industrial Technology Course

Fee: \$60 in year 11

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 Area for this class is Multimedia 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 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.

Unit Value: 2 units for each of Preliminary and HSC

Type of Course: Board Developed Course

Exclusions: Students may only undertake ONE Industrial Technology Course

Fee: \$85 in year 11

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 for this class is 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 and a study of the relevant industry:

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

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.

ENTERPRISE COMPUTING**Course ATAR - 2 Unit****Unit Value:** 2 units for each of Preliminary and HSC**Type of Course:** Board Developed Course**Exclusions:** Computing Applications CEC**Fee:** \$40 in year 11**Course Description:**

The study of Enterprise Computing 11–12 enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information that supports commercial, industrial, social and environmental initiatives. Students perform project work and apply their knowledge and skills in interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems.

Students use their acquired knowledge and skills to develop an enterprise project. Project work encourages students to collaborate on problems and develop team and communication skills that are highly in the industry.

Main topics covered:

| Preliminary Course: | Indicative hours | HSC Course | Indicative Hours |
|---|-------------------------|---|-------------------------|
| Interactive Media and the User Experience | 40 | Data Science | 30 |
| <ul style="list-style-type: none"> • Ubiquity of interactive media • Capture, store and integrate data • Create interactive media systems | | <ul style="list-style-type: none"> • Collecting, storing and analysing data • Data quality • Processing and presenting data | |
| Networking Systems and Social Computing | 40 | Data Visualisation | 30 |
| <ul style="list-style-type: none"> • Introduction to human-centric computing • Storage and workflow in enterprise networks • Network architecture and infrastructure • Creating a network | | <ul style="list-style-type: none"> • Using data to tell a story • Interpreting data visualisations • Designing for user experience • Creating data visualisations | |
| Principles of Cybersecurity | 40 | Intelligent Systems | 30 |
| <ul style="list-style-type: none"> • Understanding privacy and security • Security awareness • Cyber law and ethics | | <ul style="list-style-type: none"> • Systems and their applications • Data and intelligent systems • Creating intelligent systems | |
| | | Enterprise Project | 30 |
| | | <ul style="list-style-type: none"> • Identifying and defining • Researching and planning • Producing and implementing • Testing and evaluating | |

Course Requirements:

There is no prerequisite study for the 2-unit Preliminary Course. Completion of 2 unit preliminary course is 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 course. It is also expected the at a significant proportion of time be devoted to integrated practical activities.

Unit Value: 2 units for each Preliminary and HSC

Type of Course: Board Developed Course

Exclusions: Fashion and Textiles TVET CEC 43480

Fashion Design and Technology TVET CEC 41016

Fee: \$75 in both year 11 and 12

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%)

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.

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 the following materials: A3 Art Diary, A3 Display folder. Additional costs will be required when producing practical projects.

VET
Vocational
Education &
Training

COURSE
INFORMATION

FOR

2024/2025



School Delivered Vocational Education and Training (VET) Courses

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

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

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

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.



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

Course: Assistant Dance Teaching
Board Endorsed Course (300 hour)

2 Units Preliminary and 3 Units HSC units in total
Does not contribute towards the Australian Tertiary Admission Rank(ATAR)

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30320 Certificate III in Assistant Dance Teaching <https://training.gov.au/training/details/cua30320>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

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

CUA Creative Arts and Culture Training Package (CUA v6) Units of Competency

Core

| | |
|-----------|---|
| BSBWHS211 | Contribute to health and safety of self and others |
| CHCECE006 | Support behaviour of children and young people |
| CHCLEG003 | Manage legal and ethical compliance |
| CUADLT311 | Develop basic dance analysis skills |
| CUADTM311 | Assist with dance teaching |
| CUAWHS413 | Incorporate anatomy and nutrition principles into skill development |
| CUSMLT211 | Develop musical ideas and knowledge |
| HLTAID011 | Provide first aid |

Elective

| | |
|------------|---|
| CUADTM421 | Teach basic dance techniques |
| SISFFIT007 | Instruct group exercise sessions |
| CUACHR311 | Develop basic dance composition skills |
| CUAIND314 | Plan a career in the creative arts industry |

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

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

Working within the Dance teaching as an assistant involves participating in dance teaching and the demonstration of dance skills to younger students. Individuals are expected to use some discretion and judgement and relevant theoretical knowledge to assist in instructing, managing and planning classroom activities.

Examples of occupations in the dance industry:

- Private studio teaching assistant
- Choreographer
- Warm up coordinator

Mandatory HSC Course Requirements

Students must complete 300 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be ready before work placement.

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$60 HSC - \$60
School Specific equipment and associate requirements for students

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

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

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



2024 Entertainment Industry Course Descriptor
Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services OR
CUA30420 Certificate III in Live Production and Technical Services
RTO - Department of Education - 90333, 90222, 90072, 90162

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

Course: Entertainment Industry
 Board Developed Course (240 hour) (Statement of Attainment course) Or (300 hour)

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

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/Training/Details/CUA30420>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

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

Creative Arts and Culture Training Package (CUA 6.0) Units of Competency

| | | | |
|-----------------|---|-----------------|---------------------------------|
| Core | | Elective | |
| CUAIND311 | Work effectively in the creative arts industry | CUASOU331 | Undertake live audio operations |
| CUAIND314 | Plan a career in the creative arts industry. | SITXCCS006 | Provide service to customers |
| Elective | | | |
| CPCCWHS1001 | Prepare to work safely in the construction industry | | |
| CUASOU306 | Operate sound and reinforcement systems | | |
| CUAWHS312 | Apply work health and safety practices | | |
| CUALGT311 | Operate basic lighting | | |
| CUASTA311 | Assist with production for live performances | | |
| CUAVSS312 | Operate vision systems | | |
| CUASMT311 | Work effectively backstage during performances | | |
| CUASTA212 | Assist with bump in bump out of shows | | |

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

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

| | |
|---|--|
| Working within the Live production and Technical Services Industry involves: | <ul style="list-style-type: none"> teamwork using digital technologies creating documents |
| <ul style="list-style-type: none"> Technical production customer (client) service | |

Examples of occupations in the Live Production and Technical Services Industry:

| | | | |
|--|---|---|---|
| <ul style="list-style-type: none"> Front of House Assistant Technical Assistant (Productions) Special Effects Assistant Assistant Sound Technician | <ul style="list-style-type: none"> Follow Spot Operator Runner Props Assistant Technical Production Assistant | <ul style="list-style-type: none"> Sound Assistant Assistant Scenic Artist Stagehand Lighting | <ul style="list-style-type: none"> Audio and Staging Assistant Production Crew Stage Door Attendant Lighting Systems Technician |
|--|---|---|---|

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. The HSC specialisation study includes an additional 60 hours of course work.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$160 HSC - \$60
School Specific equipment and associate requirements for students

Refunds
 Refund Arrangements on a pro-rata basis. Refer to your school refund policy.

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

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



2024 Retail Services Course Descriptor

SIR30216 Certificate III in Retail

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

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

Course: Retail Services
Board Developed Course (240 hour)

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

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail <https://training.gov.au/training/details/SIR30216>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 14 units.

Entry Requirements

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

Retail Services Training Package Units of Competency

| Core | Elective |
|--|---|
| SIRXCEG001 Engage the customer | *SIRXMER001 Produce visual merchandise displays |
| SIRXWHS002 Contribute to workplace health and safety | *SIRXPDK001 Advise on products and services |
| SIRXRSK001 Identify and respond to security risks | *SIRRINV001 Receive and handle retail stock |
| SIRXSLS001 Sell to the retail customer | *SIRRINV002 Control stock |
| SIRXIND001 Work effectively in a service environment | *SIRXIND002 Organise and maintain the store environment |
| SIRXCOM002 Work effectively in a team | *SIRXSLS002 Follow point-of-sale procedures |
| SIRXCEG002 Assist with customer difficulties | *SIRRRTF001 Balance and secure point-of-sale terminal |
| SIRXCEG003 Build customer relationships and loyalty | |
| | * Trainer will advise on elective units chosen. Not all units of competency are available. |

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

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

| | |
|--|---|
| <ul style="list-style-type: none"> engaging the customer maintaining daily store operations delivering on organisational expectations | <ul style="list-style-type: none"> having knowledge of product and service offerings creativity critical thinking problem solving |
|--|---|

Examples of occupations in the retail services industry:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> frontline sales assistant customer service | <ul style="list-style-type: none"> shop assistant retail supervisor | <ul style="list-style-type: none"> quick service restaurant assistant visual merchandiser |
|---|---|---|

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$60.00 HSC - \$60.00

Refunds

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

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

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



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

Course: Sport Coaching
 Board Endorsed Course (240 hour)

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

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching <https://training.gov.au/Training/Details/SIS30521>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

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

Sport, Fitness and Recreation Training Package (SIS 5.2) Units of Competency

| Core | | Elective | |
|-----------|--|------------|---|
| HLTWHS001 | Participate in workplace health and safety | SISSCO012 | Coach sport participants up to an intermediate level |
| SISSCO002 | Work in a community coaching role | SISXIND006 | Conduct sport, fitness and recreation event |
| SISSCO005 | Continuously improve coaching skills and knowledge | SISXCAI009 | Instruct strength and conditioning techniques |
| HLTAID011 | Provide first aid | SISSOF002 | Continuously improve officiating skills and knowledge |
| SISSCO003 | Meet participant coaching needs | | |
| BSBPOS403 | Apply business risk management processes | | |

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

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

| | |
|--|--|
| Working within the sport coaching industry | <ul style="list-style-type: none"> teamwork and communication applying skills and knowledge to coach participants to an intermediate level in a specific sport |
| <ul style="list-style-type: none"> possess a range of well-developed skills where discretion and judgement are required | |

Examples of occupations in the Sport Coaching Industry

This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Mandatory HSC Course Requirements

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

External Assessment

There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$50 HSC - \$50
First Aid \$90

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

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

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