



## 2023 YEAR 11 COURSE HANDBOOK

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## INTRODUCTION

This booklet has been prepared to help students and parents navigate their way through the variety of options available to students studying the Higher School Certificate at The Forest High School. It should be closely read and used as a reference for students and parents about the patterns of study available to students as well as essential information about each subject and course and their eligibility for university admission.

Students studying their HSC at The Forest have access to some of the best educational support in New South Wales. We have several teachers who have been recipients of state and national teaching awards for their outstanding teaching practice. Our Trailblazer tutoring program, where previous high achieving Forest students are employed as learning support officers, ensures Year 11 and 12 students have access to the best subject expertise during every study period. Our Mathematics and English faculties have both ranked in the top 10 for comprehensive schools in the state. Our Student Representative Council and its senior prefects provide a range of leadership opportunities within the school and local community.

The Forest High School caters for a very broad range of senior electives, equal to many schools twice our size, so it is important that students discuss these options with their parents or care providers and choose subjects and courses that are commensurate with their skills, abilities, and interests. Students should seek advice from appropriate staff if they are unsure of any details prior to making their final decision. We will sit down with you to discuss your future goals and aspirations, and ensure you receive the best advice on a pattern of senior study that you will enjoy and develop the skills you need for the future. While it is expected that the vast bulk of students at will continue their studies in Years 11 and 12 for the award of the Higher School Certificate, some students will transition into vocational pathways or the workforce.

The commencement of Stage 6 is an exciting time for students. They are offered new challenges and have wide variety of choices in terms of the curriculum they study. These final years of secondary schooling are academically demanding, but a richly rewarding experience. I would like to take this opportunity to wish each student well for their studies in Stage 6 and implore each student to commit themselves to their studies and enjoy the curriculum pattern they choose.

Nathan Lawler

Principal

## KEY STAFF TO ASSIST YOU WITH YOUR SUBJECT CHOICES

We would encourage all students to talk to their classroom teachers about their options for study in Stage 6.

For additional advice or support, the following list of teachers and executive staff can also provide guidance and advice.

Deputy Principal of Year 10	Mathew Finley	Head Teacher PDHPE	Lee Chaloner
Deputy Principal Teaching and Learning	Mirjana Simic	Head Teacher Languages	Shaheena Anwar
Head Teacher English	Sarah Peachman	Head Teacher Secondary Studies	Amanda Walsh
Head Teacher Mathematics	Karen Gourlay	Head Teacher CAPA	Rebecca Constantin
Rel. Head Teacher Science	Lucy Collins	Learning and Support Teachers	Kylie Coleman
Rel. Head Teacher HSIE	Scott Tesoriero	Year Adviser	Courtney Turner
Head Teacher TAS	Stephen Davies	Careers Adviser	Annika Williams



## INFORMATION FOR PROSPECTIVE YEAR 11 STUDENTS AND THEIR PARENTS/CAREGIVERS

### Please note:

- All information in this booklet is correct at the time of printing.
- The courses listed are those that The Forest High School is equipped to offer. A course will only proceed if there is sufficient demand for it.
- Further information about the courses can be obtained from the individual faculties.

**The School Timetable** for Year 11 and 12 is made up of six lines (groups of subjects running simultaneously). Each line based subject has seven (7) hours study per fortnight. Lines will be decided by student initial choices.

A single unit course is run off timetable usually before or after school and is four (4) hours a fortnight.

### MEETING HSC ELIGIBILITY REQUIREMENTS

#### To be eligible for the HSC, you must:

- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Attend a government school, an accredited non-government school, a NSW Education Standards Authority recognised school outside NSW, or a TAFE college
- Complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study detailed below
- Sit for and make a serious attempt at the required HSC exams
- Meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course (this does not apply to students taking the HSC in 2018 or 2019).

#### Certain Patterns of Study and Course Requirement Apply. You must satisfactorily complete:

- A Preliminary pattern of study that includes at least 12 units
- An HSC pattern of study that includes at least 10 units.

#### Both Patterns of Study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.
- Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it as the 2 units of English that UAC uses to calculate an ATAR if you sit the optional HSC. There are also specific eligibility rules for some Languages courses, such as Beginners
- You must study English Extension 1 if you wish to study English Extension 2.
- You must study Mathematics if you wish to study Year 11 Mathematics Extension 1.

## TYPES OF HSC COURSES

### Board Developed

Courses are the large number of courses set and examined by Education Standards.

### Board Endorsed

Courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

### Special education (Life Skills)

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

### Vocational Education and Training (VET)

VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, all VET courses involve a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR

### HSC courses that can be used in the ATAR calculation

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

### Criteria for Category A Courses

Academic rigour, depth of knowledge, the degree to which the course contributes to assumed knowledge for tertiary studies, and the coherence with other courses included in the ATAR calculations.

### Criteria for Category B courses

The level of cognitive and performance demands are not regarded as satisfactory in themselves, though their contribution to a selection index is regarded as adequate if the other courses included in the aggregate are more academically demanding.

### Advice for students choosing HSC Courses

Your aim is to attain the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.

When considering which courses to study, explore the content of a course.

For example;

*What are the course outcomes?*

*Did I enjoy studying this content and learning these skills in Years 9 & 10?*

*Will you be required to submit a major work, or perform, as part of your exams?*

*Will this course count toward my ATAR?*

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

## TAFE DELIVERED COURSES

Some HSC courses are delivered by TAFE colleges by TAFE teachers.

Most of these courses are Content Endorsed or Board Endorsed VET Courses of 1 or 2 units which can be studied as part of Year 11 and/or Year 12. These courses do not count towards the ATAR but do appear on a student's HSC.

The School Careers Adviser can inform students as to which TAFE delivered HSC VET courses are offered in this area.

### Entry to University

The Universities Admission Centre calculates for each student eligible the Australian Tertiary Admission Rank (ATAR). To do this the universities combine the HSC examination and assessment marks then rank the students using their best 2 units of English and the best 8 units of other Board Developed Courses; including no more than 2 units of Category B courses. Students seeking the ATAR must ensure that they study at least 10 units of appropriate courses in Year 12.

### Planning Your Course

Most students will complete their Higher School Certificate in two consecutive years.

A "Pathway" to the HSC, however, can be followed where students take up to 5 years to accumulate the Year 11 Course requirements and up to 5 years to complete the HSC requirements. Students working part time, following a demanding sporting program or simply wanting a less stressful program of study may take advantage of this allowance.

Once started, a HSC subject must be completed within a 12 month period.

### Choosing Subjects

- Choices of subjects should be made by consultation between students, parents, teachers and the Careers Adviser.
- A study pattern that allows the calculation of the ATAR is recommended unless you are absolutely sure that you will not want to attend university.
- If you are sure that you do not want to attend university, it is recommended that you and/or parents see the Careers Adviser who can advise you of some vocational education options.
- Subjects should be chosen with a range of career options left open. This is important as many students will change their minds about careers between now and the end of Year 12.
- Where career interests may involve tertiary education then you should check the admission requirements of the universities and TAFE colleges.
- Students should pick subjects that they are interested in and will enjoy. High marks are easier to achieve in subjects that you enjoy.
- Do not try to pick subjects because you think or are told they 'scale' better, you will be LESS likely to get a high ATAR if you pick subjects that you are not interested in.
- Do not choose subjects because friends have chosen them. Just because they will enjoy a subject or are good at it, doesn't mean you will be.
- Do not choose subjects because you have heard that they are 'easy'. What is easy for some students is very hard for others.
- Please note: Fees will apply to elective subjects to cover the costs of materials and equipment used by the students. Please consider the costs of subjects before choosing a subject.



## NESA (NSW Educational Standards Authority)

([www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au))

There is a large amount of information about the HSC and subjects available on this site.

Read all the statistical data you will ever need plus course syllabuses.

Another valuable website is <http://hsc.csu.edu.au>

These sites are highly recommended for those seeking more information.

### **Please note:**

All information in this booklet is correct at the time of printing

The courses listed are those that The Forest High School is equipped to offer. A course will only proceed if there is sufficient demand for it.

Further information about the courses can be obtained from the individual faculties.

## **BOARD DEVELOPED COURSES**

## **CREATIVE AND PERFORMING ARTS FACULTY**

## **DANCE - Category A**

### **Year 11 Course**

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

Components to be completed are:

Performance (40%)

Composition (30%)

Appreciation (30%)

**Year 11 Elective Fee Cost: \$20**

### **Year 12 Course**

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

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

Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

**Year 12 Elective Fee Cost: \$20**

### **Particular Course Requirements**

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

The published “Course Prescriptions” which may change in total or in part every two years, indicate works to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

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## **DRAMA - Category A**

### **Course Description**

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

### **Year 11 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 comes from practical experiences in each of these areas.

### **Year 12 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** (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for a student to demonstrate his/her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

### **Main Topics Covered**

Year 11 Course - Improvisation, Playbuilding, Acting, Elements of Production in Performance, Theatrical Traditions and Performance Styles

### **Year 11 Elective Fee Cost: \$30**

### **Year 12 Course**

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

### **Particular Course Requirements**

The Year 11 course informs learning in the Year 12 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, the published "Course Prescriptions" include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the Year 12 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 may change every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other Year 12 course when choosing Individual Projects.

### **Year 12 Elective Fee Cost: \$30**



## MUSIC 1 - Category A

**Prerequisites:** Music mandatory course (or equivalent)

**Exclusions:** Music 2

### Course Description

In the Year 11 and Year 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.

### Main Topics Covered

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

### Particular course requirements

#### Year 12 Course

In addition to core studies in performance, composition, musicology and aural, students select **three** 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.

### Employment & University Opportunities:

Many students who have completed the Year 12 Music courses go on to various careers in Music from Teaching to Composing, Music business, Technology, Marketing & Media. It is also worth noting that a background in Music can also enhance career prospects in primary teaching, early childhood education, various medical professions and the popular music field.

**Preliminary Music 1 Fee Cost: \$30**

**HSC Music 1 Fee Cost: \$30**

## MUSIC 2 - Category A

**Prerequisites:** Music mandatory course (or equivalent)

Suggested performance level of fourth grade AMEB or equivalent.

**Exclusions:** Music 1

### **Course Description**

In the Year 11 and year 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.

### **Main Topics Covered:**

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Year 11 course, the Mandatory Topic is Music 1600– 1900.

In the Year 12 course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

### **Particular Course Requirements:**

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

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

### **Employment & University Opportunities:**

Many students who have completed the Year 12 Music courses go on to various careers in Music from Teaching to Composing, Music business, Technology, Marketing & Media. It is also worth noting that a background in Music can also enhance career prospects in primary teaching, early childhood education, various medical professions and the popular music field.

**Preliminary Music 2 Fee Cost: \$30**

**HSC Music 2 Fee Cost: \$30**

## **HSC MUSIC EXTENSION COURSE (1 unit) - Category A**

**Prerequisites:** Music 2 (studied concurrently with HSC course of Music 2)

**Exclusions:** Music 1

### **Course Description**

The Year 12 Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

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

### **Particular Course Requirements**

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

### **Employment & University Opportunities**

Many students who have completed the Year 12 Music courses go on to various careers in Music from Teaching to Composing, Music business, Technology, Marketing & Media. It is also worth noting that a background in Music can also enhance career prospects in primary teaching, early childhood education, various medical professions and the popular music field.

**HSC Extension Music Fee Cost: \$30**

## **VISUAL ARTS - Category A**

### **Course Description**

Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a “body of work” in the Year 12 course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 course is broadly focused, while the Year 12 course provides for deeper and more complex 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**

**Year 11 Course** learning opportunities focus on:

The nature of practice in art making, art criticism and art history through different investigations.

The role and function of artists, artworks, the world and audiences in the art world

The different ways the visual arts may be interpreted and how students might develop their own informed points of view.

How students may develop meaning and focus and interest in their work.

Building understandings over time through various investigations and working in different forms.

**Year 11 Elective Fee Cost: \$180**

**Year 12 Course** learning opportunities focus on:

How students may develop their practice in art making, art criticism, and art history

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 and apply these to their own investigations

How students may further develop meaning and focus in their work.

### **Particular Course Requirements:**

#### **Year 11 Course**

Artworks in a range of expressive forms and use of a process diary and USB. A broad investigation of ideas in art making, art criticism and art history.

#### **Year 12 Course**

Development of a body of work and use of a process diary, A4 journal and USB. A minimum of five Case Studies (4–10 hours each).

Deeper and more complex investigations in art making, art criticism and art history.

### **Employment and University Opportunities:**

As well as continuing tertiary studies in Visual Arts at university or other tertiary institutions, students of Visual Arts are finding employment opportunities in graphic arts, design, film and television, photography and advertising. For current information see the Careers Adviser or your Art Teacher.

**Year 12 Elective Fee Cost: \$180**

## **ENGLISH FACULTY**



## ENGLISH

### *Compulsory Course Options*

The study of English is central to the learning and development of students in NSW and is the **mandatory subject in the Stage 6 curriculum**.

The aim of Stage 6 English is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.

A number of courses are available to students to suit their learning and post-school pathway needs. A course is recommended to students based on previous performance and on potential as judged by recent performance of the student and by the expert and experienced English staff.

*To view the new NESA English syllabus and the course requirements, please visit <http://syllabus.nesa.nsw.edu.au/english/>*

### **ENGLISH STANDARD Course (2 units) - Category A**

**The majority of students in NSW study Standard English.** The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Students analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.

### **ENGLISH ADVANCED Course (2 units) – Category A**

**A smaller percentage of the State elect the Advanced English** course which is, as the name suggests, for students who are passionate about reading, have advanced writing skills, and wish to engage in a deeper study of a variety of challenging texts including Shakespeare. In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature. The modules encourage students to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning. **Recommendation depends on students having proven ability in English** with high score in Year 10 English, and is also determined by classroom teacher consultation regarding application and effort made by a student in Year 10. **Students will need to take this course to be eligible for Extension English.**

## ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT Course (2 units) Category A

The English EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. **Only students who have studied English for less than 5 years are eligible** to elect to study the EAL/D course. English EAL/D addresses the needs of a specific group of students and shares the overall aim and rationale of English. The English EAL/D course focuses on the close study of language and meaning and English language learning. Students are provided with opportunities to develop and refine skills in spoken and written English. The English EAL/D course assists students to develop the collaborative and critical thinking skills needed to navigate their way through the 21st-century world. Explicit and targeted English language instruction throughout the English EAL/D course is delivered in context and at students' point of need in order to assist them in achieving Years 11 and 12 outcomes across the curriculum.

## ENGLISH STUDIES Course – Category B

(2 units with an option to sit an HSC examination to be eligible for ATAR)  
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. **A smaller percentage of the State elect this course** compared to a Standard cohort. 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 English Studies course also provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding and appreciating the variety of cultural heritages and differences that make up Australian and global societies. It also encourages the continued development of skills in literacy, individual and collaborative processes and reflective learning. Such skills form the basis of investigation and analysis required for the world of work, as well as post-school training and education.

### *Additional Options*

## ENGLISH EXTENSION – Category A

### **Extension 1 - (1/2 unit(s))**

Students must have a **strong interest and very high demonstrated ability** to be considered for English Extension 1 and possibly HSC English Extension 2. Students must be studying Advanced English to be eligible for any Extension course, and must study Extension 1 to be eligible for Extension 2 in their HSC year. The subject is studied in addition to *Advanced English*, totalling 3 Units of English. 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. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

## **HSIE FACULTY**

## **ABORIGINAL STUDIES – Category A**

### **Course Description**

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

### **Year 11 Course**

The Preliminary course aims to establish an historical body of knowledge from pre-contact times to the 1960s as background for the HSC course.

#### **Main topics covered**

##### **Part I – Aboriginality and the Land**

Aboriginal peoples' relationship to country

Dispossession and dislocation of Aboriginal peoples from Country

Impact of British colonisation on Country

##### **Part II – Heritage and Identity**

The Dreaming and cultural ownership

Diversity of Aboriginal cultural and social life

Impact of colonisation on Aboriginal cultures and families

Impact of racism and stereotyping

##### **Part III – International Indigenous Community: Comparative Study**

Location, environment and features of an international Indigenous community

Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to: Aboriginality and the land & heritage and identity

##### **Part IV – Research and Inquiry Methods: Local Community Case Study**

**An aspect of the local community from pre-contact to the present**

Community consultation

Planning research

Acquiring information

Processing information

Communicating information

### **Year 12 Course**

The HSC course aims to provide an in-depth knowledge of legislation, policy, legal decisions and current events from the 1960s and the ongoing impact of colonialism on Aboriginal and other Indigenous peoples.

#### **Main topics covered**

##### **Part I – Social Justice and Human Rights Issues**

###### **a) Global perspective**

Global understanding of human rights and social justice

AND

###### **b) Comparative study**

A comparative case study on an Aboriginal and an international Indigenous community, in relation to TWO of the following topics: Health, education, housing, employment, criminal justice, economic independence.

##### **Part II – A case study of an Aboriginal community for each topic**

**a) Aboriginality and the Land**

The Land Rights movement and the recognition of native title  
Government policies and legislation  
Non-Aboriginal responses  
OR

**b) Heritage and Identity**

Contemporary aspects of Aboriginal heritage and identity  
Government policies and legislation  
Non-Aboriginal responses

**Part III – Research and Inquiry Methods – Major Project**

**A student's Major Research project on an aspect of the HSC course**

Methods and skills relating to:

Community consultation  
Planning research  
Acquiring information  
Processing information  
Communicating information

**Year 11 and Year 12 Fee Cost: Nil**



## **ANCIENT HISTORY – Category A**

### **Course Description**

The study of ancient history is an inquiry into past experience that helps in understanding the present. Through the study of ancient history, students learn about the interaction of societies and the impact of individuals and groups on ancient events and ways of life. The study of ancient history gives students an understanding of the possibilities and limitation of comparing past to present and present to past by exposing them to a variety of perspectives on key events and issues. It also gives them opportunities to develop their own perspectives on the origins and influence of ideas, values and behaviours that are still relevant in the modern world.

### **Year 11 Course**

The Year 11 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.

### **Main topics covered**

#### **Part I: Introduction**

- a) The nature of ancient history
- b) At least TWO Case Studies into past societies, events, places, people and institutions. Possible studies could include:
  - The Trojan War
  - Tutankhamen's Tomb
  - Boudicca and the British Revolt
  - China's Shang Dynasty
  - Masada and the Jewish Rebellion
  - The City of Rome

#### **Part II: Features of Ancient Societies**

Students will study at least TWO ancient societies focusing on key features present. Possible ancient societies could include:

- Egypt
- Greece
- China
- Celtic Europe
- Rome
- India
- Persia

#### **Part III: Historical Investigation**

Students will investigate an aspect of a case study or an ancient society different from that undertaken in Part I and Part II. Possible topics that could be studied here might include individuals of importance, historical debates, important events, ancient wonders, specific sites and buildings, and historical films.

## **Year 12 Course**

### **Part I: Mandatory Core Study: Cities of Vesuvius and Herculaneum**

Students will investigate life in the Roman cities of Pompeii and Herculaneum through analysis of the available archaeological and written sources. Students will further explore the issues relating to reconstruction, ownership and custodianship of the past at these sites.

### **Part II: Ancient Societies**

Students will investigate the key features of ONE of the following societies through a range of archaeological and written sources and relevant historiographical issues.

- New Kingdom Egypt
- Athens
- Sparta
- Persia

### **Part III: Personalities in their Times**

Students will undertake a study of **ONE** of the following personalities and gain an understanding of them in the context of their time:

#### Egypt:

- Hatshepsut
- Akhenaten

#### Near East

- Senacherib
- Xerxes

#### Greece

- Pericles
- Alexander the Great

#### Rome

- Tiberius Gracchus
- Julius Caesar
- Agrippina the Younger

### **Part IV: Historical Periods**

Through an investigation of ONE of the historical periods listed below students will develop an understanding of significant developments and issues that shaped the period.

- New Kingdom Egypt
- Greece during the Persian wars
- 4<sup>th</sup> century Greece
- Persia during the 6<sup>th</sup> and 5<sup>th</sup> centuries B.C.
- Rome in the Augustan Age
- Rome under the Julio-Claudians
- Imperial China during the Qin and Han dynasties

**N.B.** It is possible to study Extension History in Year 12. This course is by application at the end of Year 11.

### **Year 11 and Year 12 Elective Fee Cost: Nil**

## **BUSINESS STUDIES – Category A**

### **Course Description**

Business activity is a feature of everyone's life. As consumers and producers, employees, employers or self-employed, savers and investors, and as importers and exporters, people throughout the world engage in a web of business activities to design, produce, market, deliver and support a range of goods and services.

Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in life. It offers focus areas and perspectives ranging from the planning of a small business to the broader roles of management, finance, human resources, marketing, operations and the impact of the global business environment.

Business case studies are embedded in the course to provide a relevant framework for students to apply theoretical concepts. Students investigate business establishment and operations and utilise a range of tools to assess and evaluate business performance.

Business Studies makes a significant contribution to the ability to participate effectively in the business environment. Students completing this course will develop general and specific skills including research, analysis, problem solving, decision making, critical thinking and communication. These skills will enhance students' confidence and ability to participate effectively, not only as members of the business world, but as informed citizens dealing with issues emanating from business activity that impact on their lives.

It is **not necessary** for students contemplating the study of Business Studies to have studied Commerce in Years 9 and 10.

The **main topics** covered are:

### **Year 11 Course**

- Nature of Business
- Business Management
- Business Planning

### **Year 12 Course**

- Operations
- Marketing
- Finance
- Human Resources

**Year 11 and Year 12 Elective Fee Cost: Nil**

## ECONOMICS – Category A

### Course Description:

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. No day passes by where economic decisions are not made by individuals or where their life is not impacted upon by the economic decisions of others. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life and the way they make economic decisions.

As a subject Economics is distinctive because of the range of problems and issues that it investigates and the skills that it develops. A student who has completed the Preliminary and HSC Courses should have the knowledge and skills enabling them to:

- Understand contemporary economic issues like inflation and unemployment
- Discuss appropriate policies to solve economic problems and issues
- Understand what a change in share values, the value of the Australian dollar and interest rates means to people and the economy as a whole
- Understand how economic events overseas affect Australian businesses and the economy as a whole
- Understand the reasons behind Australia's changing employment
- Use economic thinking to discuss appropriate strategies to protect the natural environment

Students will benefit from the study of economics and it may lead to careers in share, finance and commodity markets, business, banking, insurance, tourism, resource management, property development and management, government, foreign affairs or economic policy development. The course further benefits students by providing them with an understanding of issues that allows them to function and participate more fully as citizens.

It is not necessary for students contemplating the study of Economics to have studied Commerce in Years 9 and 10. However, students must be able to meet the high literacy skills required. Therefore, students need to be aiming to achieve high levels in Standard English or Advanced English. All international students must meet Level 4 in oral, reading and writing ESL reporting scale.

### The main topics covered are:

#### Year 11 Preliminary Course

- |                             |                             |
|-----------------------------|-----------------------------|
| • Introduction to Economics | • Labour Markets            |
| • Consumers and Business    | • Financial Markets         |
| • Markets                   | • Government in the Economy |

#### Year 12 HSC Course

- |   |                                  |
|---|----------------------------------|
| • The Global Economy                      | • Economic Issues                |
| • Australia's Place in the Global Economy | • Economic Policy and Management |

**Elective fee cost: Students will be expected to purchase a Preliminary and an HSC Economics workbook.**

## **GEOGRAPHY – Category A**

### **Course Description**

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

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows students to perceive the world in a variety of ways and help them make sense of a complex and changing world.

Geography is a life-long interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied. There are four primary reasons why students should study the subject of Geography:

- Geography provides a knowledge of the earth and helps people to plan and make decisions about the spatial dimensions of the world.
- Geography provides an intellectual challenge to reach a deeper understanding of the varied character of life on our planet.
- With a strong grasp of geography, students are well prepared to explore issues as informed citizens in a changing world.
- Students of Geography develop skills and understandings transferable and applicable to the world of work.

Studies in both physical and human geography provide an important information base on which students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society.

### **The main topics covered are:**

#### **Year 11 Course**

**Biophysical Studies:** This topic looks at the earth as a functioning system, i.e. how the atmosphere, land and water interact with living things.

**Global Challenges:** This topic looks at some of the major issues facing our world, such as population growth, cultural differences, political geography and/or wealth and poverty on our planet.

**The Senior Geography Project:** This topic allows students to investigate a geographical issue of their own choice and in doing so actually put various methods of inquiry into practice.

#### **Year 12 Course**

**Ecosystems at Risk:** This topic is based around the investigation of ecosystems that are fragile and in need of protection, e.g. coral reefs, wetlands.

**Urban Places:** This topic is about large world cities, megacities in the developing world and factors which are causing change in urban places.

**People and Economic Activity:** This topic examines how an economic activity, both globally and locally, operates and impacts on the environment, e.g. the tourist industry.

### **Year 11 and Year 12 Elective Fee Cost: Nil**



## **LEGAL STUDIES – Category A**

### **Course Description**

The Year 11 Course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, the specific nature of the Australian Constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. During the Preliminary Course students go on an excursion to the Downing Centre to witness criminal and civil court procedures.

The Year 12 Course investigates the key areas of the law, including crime and the notion of human rights and the extent to which the law embodies such human rights and promotes them in practice.

### **Main Topics Covered**

#### **Year 11 Course**

- The Legal System
- The Individual and the Law
- The Law in Practice

#### **Year 12 Course**

##### Core

- Crime
- Human Rights

##### Additional Focus Studies

Two chosen from the following focus study options:

- Consumers
- Shelter
- Family
- Global environmental protection
- Workplace
- Indigenous peoples
- World order

**Key themes incorporated across all topics:** Justice, Law & Society, Values and Ethics, Conflict and Co-operation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System, Balancing Rights of Individuals with Needs of the State.

### **Year 11 and Year 12 Elective Fee Cost: Nil**

## MODERN HISTORY – Category A

### Year 11 Course

#### Part I: Investigating Modern History

- (a) The Nature of Modern History  
Students investigate at least ONE of the following options:
- The Investigation of Historic Sites and Sources
  - The Contestability of the Past
  - The Construction of Modern Histories
  - History and Memory
  - The Representation and Commemoration of the Past
- (b) Case Studies  
Students undertake at least TWO case studies.

Case Studies from Australia, Europe, North America	Case Studies from Asia, the Pacific, Africa, the Middle East, Central/South America
<ul style="list-style-type: none"> <li>• Australia and the Rise of Communism</li> <li>• Making Change: Day of Mourning to Mabo</li> <li>• The Changing Nature of Anglo-Irish Relations</li> <li>• The Decline and Fall of the Romanov Dynasty</li> <li>• The Trans-Atlantic Slave Trade</li> <li>• The American Civil War</li> <li>• The Rise of the Environmental Movement</li> <li>• Women's Movements</li> </ul>	<ul style="list-style-type: none"> <li>• The Boxer Rebellion in China</li> <li>• The British in India and Burma</li> <li>• The Meiji Restoration</li> <li>• Tibet in the Modern World</li> <li>• Making Contact with the Pacific</li> <li>• The Making of Modern South Africa</li> <li>• The Origins of the Arab-Israeli Conflict</li> <li>• The Cuban Revolution</li> </ul>

#### Part II: Historical Investigation

Students engage in ONE historical investigation, through which they further develop their skills. The historical investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. The historical investigation should extend a particular area of individual student or group interest.

#### Part III: 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. Students study at least ONE of the following topics:

- The Enlightenment
- The French Revolution
- The Age of Imperialism
- The Industrial Age
- World War 1
- The End of Empire

## **Year 12 Course**

### **Part I: Core Study: Power and Authority in the Modern World 1919-1946**

Students investigate the rise of fascist, totalitarian and militarist movements after World War 1 through a study of Germany

Focus of study:

- The rise of dictatorships after World War 1
- The Nazi regime to 1939
- The search for peace and security in the world

### **Part II: National Study**

Students investigate key features, individuals, groups, events and developments that shaped the history of a selected nation. Students are to investigate ONE country during a specific period of the 20<sup>th</sup> century

- Australia 1918-1949
- China 1927-1949
- India 1942-1984
- Indonesia 1945-2005
- Japan 1904-1937
- Russia and the Soviet Union 1917-1941
- USA 1919-1941
- Iran 1945-1989

### **Part III: Peace and Conflict**

Students investigate key features of the history of ONE of the following studies in peace and conflict

- Conflict in Indochina 1954-1979
- Conflict in the Pacific 1937-1951
- Conflict in Europe 1935-1945
- The Cold War 1945-1991
- Conflict in the Gulf 1980-2011
- The Arab-Israeli Conflict 1948-1996

### **Part IV: Change in the Modern World**

Students investigate key features of the history of ONE of the following, focusing on political and social change, and the role of individuals and groups

- Pro-democracy Movement in Burma 1945-2010
- The Cultural Revolution to Tiananmen Square 1966-1989
- Civil Rights in the USA 1945-1968
- The Changing World Order 1945-2011
- The Nuclear Age 1945-2011
- Apartheid in South Africa 1960-1994

**N.B.** It is possible to study Extension History in Year 12. This course is by application at the end of Year 11.

**Year 11 and Year 12 Elective Fee Cost: Nil**

## **SOCIETY AND CULTURE – Category A**

The central concern of Society and Culture is how the interaction of persons, societies, cultures, environments and time shape human behaviour. Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop an understanding of:

- themselves
- their own society and culture
- the societies and cultures of others

Students are provided with the necessary concepts, skills, competencies and knowledge to encourage a process of independent thinking that may be used to explain patterns of behaviour, solve problems and actively contribute to local, national and global levels of society.

Society and Culture is a conceptually based course that promotes student awareness of cultural continuities and changes within societies and cultures. It provides them with the skills to analyse, compare and contrast viewpoints about people, societies, culture and environments and their interactions across time. Society and Culture promotes an awareness of the nature of power and authority, gender, technology and it fosters intercultural understanding.

The study of Society and Culture prepares students for adult life by developing qualities associated with effective citizenship. In doing so, it forms a basis for moving towards a more just society through positive participation in community life and social and cultural literacy.

Through the study of Society and Culture students will

develop: Knowledge and understanding about:

- personal, social and cultural identity
- cultures shared by members of societies
- interactions of persons, societies, cultures and environments
- how societies stay the same and/or change over time
- the importance of power, authority, gender and technology in decision-making processes
- how to carry out social research, e.g. interviews

Skills to:

- evaluate social and cultural research
- investigate and communicate information from a variety of sources, both in written form and orally

Informed and responsible values and attitudes towards:

- a just society
- intercultural understanding
- informed and active citizenship
- ethical research practices
- lifelong learning

**Due to the high literacy skills required in this course, students must be aiming to achieve high levels in Standard English or completing the Advanced English course.**

**The main topics covered:**

**Year 11 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.

**Year 12 Course**

**Core:**

- The Personal Interest Project (PIP)
  - An individual research project worth 40% of the external HSC mark.
- 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 from):**

- Popular Culture
  - The interconnection between popular culture, society and the individual.
- Belief Systems & Ideologies
  - The relationship of belief systems and ideologies to culture and identity.
- Social Inclusion & Exclusion
  - The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures.
- Social Conformity & Nonconformity
  - The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

**Year 11 and Year 12 Elective Fee Cost: Nil**

## **LANGUAGES FACULTY**

## **CHINESE BEGINNERS - Category A**

**Exclusions:** Chinese Continuers; Chinese Extension; Chinese In Context; Chinese and Literature. Strict eligibility rules apply to the study of this subject.

### **Course Description**

Chinese Beginners Course has been designed for students who wish to begin their study of Chinese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Chinese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

Chinese is the language of communication of approximately one quarter of the world's population. It is one of the official languages of the United Nations. Amongst the many spoken varieties of the language, Mandarin/Putonghua, or Modern Standard Chinese, is pre-eminent. Chinese is recognised as one of the fastest growing languages in New South Wales and has one of the largest groups of non-English background speakers in Australia.

China has a significant profile in economic, political and cultural developments, both globally and, in particular, in the Asia-Pacific region. Australia has a strong connection through trade, political and cultural contacts with both the People's Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

The ability to communicate in Chinese contributes significantly to the sociocultural and economic understanding between Australia and Chinese-speaking countries and enables students to gain insights into the contributions that have been made by Chinese-speaking communities to Australian, and indeed to global, society. The study of Chinese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

### **Course Structure**

#### **Year 11 course (120 indicative hours)**

- The Year 11 Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.

#### **Year 12 Course (120 indicative hours)**

- In the Year 12 course students will extend and refine their communication skills in Chinese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

#### **Year 11 and Year 12 Elective Fee Cost: Nil**

**(Students will need to purchase their own dictionary and workbooks)**

## CHINESE AND LITERATURE - Category A

**Prerequisites:** A cultural and/or linguistic background in Chinese is assumed.

**Exclusions:** Chinese Beginners; Chinese Continuers; Chinese Extension; Chinese in Context. Eligibility rules apply to the study of this subject.

### Course Description

The Chinese Background Speakers Course is designed for students with a cultural and linguistic background in Chinese. The study of Chinese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development and general knowledge. The study develops an understanding of how attitudes and values are shaped within both Chinese-speaking and Australian communities.

Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about a quarter of the world's population. There are many spoken varieties of Chinese, and modern standard Chinese is pre-eminent among these. It is the major language of communication in China, Taiwan and Singapore and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

The Peoples' Republic of China has a significant profile in economic, political and cultural developments globally and, in particular, has a major influence on the nations of the Asia-Pacific. Australia now has a strong connection through trade, political and cultural contacts with both the Peoples' Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

Chinese culture and language have a continuous history of more than 5000 years. The Chinese cultural and linguistic heritage has influenced other cultures through knowledge, technology, religion, philosophy and values. It is a significant world culture. Chinese is especially important in Australia because it is widely spoken in the community, and the study of it will enhance the positive features of a culturally diverse society and generate mutual respect. The study of Chinese provides access to an important cultural and linguistic heritage.

Studying Chinese can provide a basis for continued learning and a pathway for students into post-secondary options. These options might include employment domestically or internationally in areas such as tourism, technology, finance, services and business. The significance of Chinese within and beyond Australia requires strategies for the building of sociocultural and political engagement; learning Chinese in the Australian context will support such engagement.

### Course Structure

#### The Year 11 Course (120 indicative hours)

- The Preliminary course is intended to provide students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of authentic Chinese texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the HSC course.

#### The Year 12 Course (120 indicative hours)

- In addition to the development of language and communication skills, the HSC course is structured to provide students with opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts.

#### **Year 11 and Year 12 Elective Fee Cost: Nil**

**(Students may need to purchase their own dictionary and workbooks)**



## **GERMAN BEGINNERS – Category A**

**Exclusions:** The German Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of German at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the German language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

### **Course Description**

#### **Year 11 Course (120 indicative hours)**

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture.

#### **Year 12 Course (120 indicative hours)**

In the HSC Course students will extend and refine their communication skills in German contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

### **Main Topics Covered**

The Personal World and German-speaking Communities which encompass:

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

#### **Year 11 and Year 12 Elective Fee Cost: Nil**

**(Students may need to purchase their own dictionary and workbooks)**

## GERMAN CONTINUERS – Category A

**Prerequisites:** 200-400 hours study or equivalent knowledge is assumed

**Exclusions:** Students who have not studied German in Stage 5

### Course Description

The language to be studied and assessed is High German (*Hochdeutsch*).

*German Continuers Stage 6* is designed for students who typically will have studied German for 400-500 hours by the completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

### There are 3 prescribed themes in the course:

- the individual
- the German-speaking world
- the changing world

Each theme has a number of prescribed and suggested sub-topics with which students will engage. The placement of the topics under one or more of the three above themes is intended to provide a particular perspective for each topic.

The theme *the individual* enables students to explore aspects of their personal world: sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others.

The theme *German-speaking communities* explores topics from the perspective of people within the German-speaking community, both in Australia and abroad.

The theme *the changing world* enables students to explore change as it affects aspects of their world, including youth issues, tourism and hospitality.

The study of German contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides students with access to the cultures of German-speaking countries and communities around the world. The study of German further promotes the understanding of different attitudes and values within the wider Australian community and beyond.

### Year 11 Course (120 indicative hours):

The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, German will be developed through tasks associated with a range of text types that reflect the themes and sub-topics. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

### Year 12 Course (120 indicative hours):

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of German and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text-types, students' knowledge and understanding of German culture and German-speaking communities will develop further.

### Year 11 & 12 Course Fee: Nil

**(Students will have to buy their own German-English Dictionary and Workbook)**

## **JAPANESE BEGINNERS - Category A**

**Exclusions:** The Japanese Beginners Stage 6 course has been designed for students who wish to begin their study of Japanese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Japanese language, either spoken or written, or whose experience is derived solely from, or is equivalent to its study for 100 hours or less in Stage 4 or Stage 5.

### **Course Description**

#### **Year 11 Course (120 indicative hours)**

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

#### **Year 12 Course (120 indicative hours)**

In the HSC Course students will extend and refine their communication skills in Japanese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

### **Main Topics Covered:**

The Personal world and Japanese –speaking Communities which encompass:

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

### **Year 11 and Year 12 Elective Fee Cost: Nil**

**(\$50.00 per course will be charged for a workbook and students will need to purchase their own dictionary)**

## JAPANESE CONTINUERS - Category A

**Prerequisites:** The Japanese Continuers Stage 6 Syllabus is designed for students who have studied Japanese for 200 hours through stage 5 (Years 9 and 10). Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

**Exclusions:** Japanese Beginners; Japanese in Context; Japanese and Literature.  
Strict eligibility rules apply to the study of this subject.

### Course Description

#### Year 11 Course (120 indicative hours)

The Preliminary Course has as its organisational focus, themes and associated topics. The student's skills in, and knowledge and understanding of Japanese will be developed through tasks associated with a range of texts and text types, that reflect the themes and topics. The student will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

#### Year 12 Course (120 indicative hours)

The HSC Course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language. As they expand the range of tasks, tests and test types studied, students' knowledge and understanding of the culture and the language of Japanese speaking communities will develop further.

#### Main Topics Covered:

##### Theme: the individual

- Personal world e.g.: personal information, home and neighbourhood, family & friends, places of interest in Australia.
- Daily life e.g.: routine and school life
- Leisure e.g.: interests, sport, health & lifestyle, holiday/travel
- Future plans e.g.: education, careers, lifestyle

##### Theme: the Japanese's speaking communities

- Travelling in Japan e.g.: transport/directions, tickets/reservations, accommodation, places of interest in Japan
- Living in Japan e.g.: meeting/visiting people, shopping/eating, customs/etiquette
- Cultural life e.g.: traditional

##### Theme: the changing world

- The world of work e.g.: casual work, careers using Japanese
- Current issues e.g.: technology, youth issues, social issues

#### **Year 11 and Year 12 Elective Fee Cost: Nil**

**(\$85.00 per course will be charged for a workbook and students will need to purchase their own dictionary)**

## **MATHEMATICS FACULTY**

## **NUMERACY COURSE (NON ATAR) – Also listed at the back of the book**

### Course Description:

The new Numeracy course is a Content Endorsed Course starting in year 11 in 2022

The Numeracy course supports students to develop the core numeracy skills required to become active and successful participants in society. When students become functionally numerate, they are able to manage a situation or solve a problem in everyday contexts. This course offers students the opportunity to prepare for post-school options including employment or further training.

### Course Content:

#### **Year 11 Content: (120 Indicative Hours)**

- Module 1:
  - Whole numbers
  - Operations with whole numbers
  - Distance, area and volume
  - Time
  - Data, graphs and tables
- Module 2:
  - Fractions and decimals
  - Operations with fractions and decimals
  - Metric relationships
  - Length, mass and capacity

#### **Year 12 Content: (120 Indicative Hours)**

- Module 1:
  - Percentages
  - Operations with numbers
  - Finance
  - Location, time and temperature
  - Space and design
- Module 2:
  - Rates and ratios
  - Statistics and probability
  - Exploring with NRMT

This course can be included in the achievement of the HSC but is not examined and does not contribute to the calculation of an ATAR.

### Prerequisites:

The Numeracy course has been specially designed to better meet the needs of students who wish to study mathematics in Stage 6 but who would find the Standard course too difficult.

Students who have studied Mathematics at the 5.1 level are strongly recommended to consider enrolling in the Numeracy course. Some 5.2 level students would also be suited to the Numeracy course.

**Elective Fee Cost: Nil**

## **MATHEMATICS - STANDARD – Category A**

### **Course Description**

Mathematics Standard is a 2 unit Board-developed course.

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard students extend their mathematical skills beyond Stage 5 without the in- depth knowledge of higher mathematics that the study of calculus would provide.

This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

### **Course Content:**

#### **Year 11 Content: (120 Indicative Hours)**

Algebra – Formulae and Equations and Linear Relationships

Measurement – Applications of Measurement, Working with Time

Financial Mathematics – Money Matters

Statistical Analysis – Data Analysis, Relative Frequency and Probability

#### **Year 12 Content: (120 Indicative Hours)**

Algebra – Types of Relationships

Measurement – Non Right Angled Trigonometry, Rates and Ratios

Financial Mathematics – Investments and Loans, Annuities

Statistical Analysis – Bivariate Data Analysis, The Normal Distribution

Networks – Network Concepts, Critical Path Analysis

In Year 12 the standard course branches into Standard 2 (Category A) and Standard 1 (Category B). Students who are not working at a Standard 2 level will be advised to continue with Standard 1.

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

The Standard 1 course has an optional HSC examination. This can be included in the ATAR calculation if this is your only Category B course.

### **Prerequisites**

Students who have successfully studied Mathematics at the 5.2 level are strongly recommended to consider enrolling in the Standard course. Some 5.3 level students would also be suited to the Standard course.

**Elective Fee Cost: Nil**

## **MATHEMATICS – ADVANCED – Category A**

### **Course Description**

The Mathematics Advanced course is a 2 unit Board-developed 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 Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

### **Course Content**

#### **Year 11 Content: (120 Indicative Hours)**

Functions – Working with Functions

Trigonometric Functions – Trigonometry and Measures of Angles, Functions and Identities

Calculus – Introduction to Differentiation

Exponential and Logarithmic Functions – Logarithms and Exponentials

Statistical Analysis – Probability, Discrete Probability Distributions

#### **Year 12 Content: (120 Indicative Hours)**

Functions – Graphing Techniques

Trigonometric Functions – Trigonometric Functions and Graphs

Calculus – Differential Calculus, The Second Derivative, Integral Calculus

Financial Mathematics – Modelling Financial Situations

Statistical Analysis – Descriptive Statistics, Bivariate Data Analysis, Random Variables

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

### **Prerequisites**

The course requires a good standard of mathematics and has been designed on the assumption that students have achieved the outcomes in the 5.3 level of Mathematics.

**Elective Fee Cost: Nil**



## **MATHEMATICS - EXTENSION 1 – Category A**

### **Course Description**

Mathematics Extension 1 is a 1 unit Board-developed course 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.

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. It is designed for those students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

### **Course Content**

#### **Year 11 Content: (60 Indicative Hours)**

Functions – Further Functions, Polynomials

Trigonometric Functions – Inverse Trigonometric Functions, Further Trigonometric Identities

Calculus – Rates of Change

Combinatorics – Working with Combinatorics

#### **Year 12 Content: (60 Indicative Hours)**

Proof – Proof by Mathematical Induction

Vectors – Introduction to Vectors

Trigonometric Functions – Trigonometric Equations

Calculus – Further Calculus Skills, Applications of Calculus

Statistical Analysis – The Binomial Distribution

Students who achieve high outcomes in the Year 11 Extension 1 course will be invited to join the Extension 2 course in Year 12.

Students wishing to study Extension 1 Mathematics must also study Advanced Mathematics. All students studying Extension 1 Mathematics will sit for an HSC examination. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR).

### **Prerequisites**

The course requires a high standard of mathematics and has been designed on the assumption that students have achieved high results with the outcomes in the 5.3 level of Mathematics.

**Elective fee cost: Nil**

## **PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION FACULTY**

## **COMMUNITY AND FAMILY STUDIES - Category A**

### **Course Description**

Community and Family Studies is designed to build upon learning in Years 7–10

CAFS syllabus. The course provides greater opportunities for detailed study of families and communities. Resource management is a central theme due to its importance in enabling people to function effectively in their everyday lives in families and communities. Students develop research skills, applying various methodologies to the study of social issues. The development of an Independent Research Project, of relevance to all students, is a valued element of the Year 12 course.

The syllabus investigates the interactions among the individual, family, community and society. The Year 11 Course focuses on the individual and their interactions with personal groups, family and community. The Year 12 Course examines how the wellbeing of individuals, families and communities is affected by broader societal influences.

### **The Year 11 Course**

The Year 11 Course provides a core of foundation study. It does not have an option component.

The three course modules are:

- Resource Management (indicative course time 20%)
- Individuals and Groups (indicative course time 40%)
- Individuals and Families (indicative course time 40%)

### **The Year 12 Course**

The Year 12 Course consists of three core modules of equal weighting, representing 75% of course time:

- Research Methodology
- Groups in Context
- Parenting and Caring (As part of this core, students have the opportunity to take home and care for life-like babies)

Option components representing 25% of indicative course time include three modules of which students are to study one:

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

This course is an excellent preparation for students considering pursuing careers in health and community services, social work, and counselling, teaching or family law. In some courses TAFE will provide recognition of prior learning in some subjects if students have successfully completed Community and Family Studies at HSC level.

## **PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION -Category A**

### **Course Description**

The Year 11 Course examines a range of areas that underpin health and physical activity. Students explore the body moves and why it moves in particular ways. Students focus on the relationships between anatomy, physiology, fitness, biomechanics and efficient human movement. Students will also examine the meanings of health, the perceptions individuals have about health and the range of factors and behaviours that influence health. Students are introduced to health promotion and investigate approaches and strategies that can assist individuals to achieve better health. Students will have the opportunity to gain Senior First Aid qualifications as part of this course.

In the Year 12 Course students explore the physical and psychological bases of performance. They experience and critically analyse approaches to training and skill development and investigate the contributions of psychology, nutrition and recovery strategies to performance. Students also examine the health status of Australians and investigate in depth the current health priority issues in Australia. Students identify and justify the choices of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians.

### **Main Topics Covered:**

#### **Year 11 Course**

Core Topics (60% of allocated time)

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

Optional Component (40% of allocated time)

Select two options from:

- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choice (20%)
- Outdoor Recreation (20%)

#### **Year 12 Course**

Core Topics (60% of allocated time)

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

Optional Component (40% of allocated time)

Select two options from:

- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

## **SCIENCE FACULTY**

## BIOLOGY - Category A

### Course Description

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

### In Year 11, students

- develop knowledge and understanding of the structure and function of organisms.
- develop knowledge and understanding of the Earth's biodiversity and the effect of evolution.
- will participate in a fieldwork study

### In Year 12, students

- develop knowledge and understanding of heredity and genetic technologies.
- develop knowledge and understanding of the effects of disease and disorders.

### In addition, students

- develop skills in applying the processes of Working Scientifically.
- develop positive, informed values and attitudes towards biology.
- recognise the importance and relevance of biology in their lives.
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge.
- develop an appreciation of the influence of imagination and creativity in scientific research.

### Course Structure

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		1. Cells as the Basis of Life	60	* 15 hours in Modules 1–4
		2. Organisation of Living Things		
		3. Biological Diversity	60	
		4. Ecosystem Dynamics		

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		5. Heredity	60	* 15 hours in Modules 5–8
		6. Genetic Change		
		7. Infectious Disease	60	
		8. Non-infectious Disease and Disorders		

**Year 11 Elective Fee Cost: \$35**

**Year 12 Elective Fee Cost: \$35**

## CHEMISTRY - Category A

### Course Description

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

#### Year 11 students:

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

#### Year 12 students:

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

#### In addition, students:

- develop positive, informed values and attitudes towards chemistry
- recognise the importance and relevance of chemistry in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- develop an appreciation of the influence of imagination and creativity in scientific research.

### Course Structure

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		1. Properties and Structure of Matter	60	* 15 hours in Modules 1–4
		2. Introduction to Quantitative Chemistry		
		3. Reactive Chemistry	60	
		4. Drivers of Reactions		

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		5. Equilibrium and Acid Reactions	60	*15 hours in Modules 5–8
		6. Acid/base Reactions		
		7. Organic Chemistry	60	
		8. Applying Chemical Ideas		

**Year 11 Elective Fee Cost: \$40**

**Year 12 Elective Fee Cost: \$40**

## INVESTIGATING SCIENCE - Category A

### Course Description

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

As the course focuses strongly on working scientifically this course will complement other Science courses studied and it is advised **if students are taking multiple courses in Science they consider taking Investigating Science**. Furthermore, in Y12 students have the option to take up extension science as a one unit course. Extension Science requires students to have advanced working scientifically skills and again **studying Investigating Science is suggested for those considering Extension Science**.

### Year 11 students:

- develop knowledge and understanding of cause and effect
- develop knowledge and understanding of models, theories and laws

### Year 12 students:

- develop knowledge and understanding of science and technology
- develop knowledge and understanding of contemporary issues involving science

### In addition, students:

- develop positive, informed values and attitudes towards science
- recognise the importance and relevance of science in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge.
- develop an appreciation of the influence of imagination and creativity in scientific research

### Course Structure

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		1. Cause and Effect – Observing	60	* 30 hours in Modules 1 - 4
		2. Cause and Effect – Inferences and Generalisations		
		3. Scientific Models	60	
		4. Theories and Laws		
Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	
		5. Scientific Investigations	60	*30 hours in Modules 5–8
		6. Technologies		
		7. Fact or Fallacy?	60	
		8. Science and Society		

**Year 11 Elective Fee Cost: \$40**

**Year 12 Elective Fee Cost: \$40**



## PHYSICS - Category A

### Course Description

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

#### Year 11 students:

- develop knowledge and understanding of fundamental mechanics
- develop knowledge and understanding of energy

#### Year 12 students:

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

#### In addition, students:

- develop positive, informed values and attitudes towards physics
- recognise the importance and relevance of physics in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- develop an appreciation of the influence of imagination and creativity in scientific research.

### Course Structure

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		1. Kinematics	60	*15 hours in Modules 1–4
		2. Dynamics		
		3. Waves and Thermodynamics	60	
		4. Electricity and Magnetism		

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		5. Advanced Mechanics	60	*15 hours in Modules 5–8
		6. Electromagnetism		
		7. The Nature of Light	60	
		8. From the Universe to the Atom		

**Year 11 Elective Fee Cost: \$35**

**Year 12 Elective Fee Cost: \$35**

## **TECHNOLOGICAL AND APPLIED STUDIES FACULTY**

## **DESIGN AND TECHNOLOGY - Category A**

### **Course Description**

Students study design processes, design theory and factors in relation to design projects. In the Preliminary course, students study designing and producing which includes the completion of at least two design projects. Students may choose graphic or computer based presentations or actual product prototype projects.

In the HSC Course students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing which includes the completion of a Major Design Project.

### **Main Topics Covered**

#### **Year 11 Course**

- Designing and Producing including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

#### **Year 11 Elective Fee Cost: \$50**

#### **Year 12 Course**

- Innovation and Emerging Technologies including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

#### **Year 12 Elective Fee Cost: \$75 plus own materials**

## ENGINEERING STUDIES - Category A

### Course Description

The aim of the Engineering Studies Stage 6 course is to develop students' understanding and appreciation of the nature, significance and methodology of engineering and its impact on society.

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. Students study engineering by investigating a range of applications in different fields of engineering.

### Main Topics Covered

#### Year 11 Course

Students undertake the study of 4 modules:

- Three *application* modules. At least one product is studied from each of the following categories:
  1. Engineering Fundamentals – understanding the basic principles associated with engineering.
  2. Engineering Products - an introduction to engineering applications through studying engineered products, e.g. Toasters, kettles, power tools etc.
  3. Braking Systems - an introduction to engineering applications through studying braking systems, e.g. Disc brakes etc.
- One *focus* module relating to the field of:
  4. Bio-Engineering, e.g. artificial heart, cochlear implant.
- In the Year 11 Course students will learn to understand the significance of an Engineering Report and then develop an Engineering Report.

#### **Year 11 Elective Fee Cost: \$30 (for testing materials)**

#### Year 12 Course

Students undertake the study of 4 modules:

- Two *application* modules (based on engineered products). At least one product is studied from each of the following categories:
  1. Civil structures – understanding engineering applications through studying civil structures, e.g. Bridges, roads, buildings etc.
  2. Personal and public transport - understanding engineering applications through studying forms of transport, e.g. Buses, bicycles, boats etc.
- Two *focus* modules relating to the fields of:
  3. Aeronautical Engineering - understanding the scope and nature of this profession through studying aeronautical design situations, e.g. Commercial aircraft, space craft, helicopters etc.
  4. Telecommunications Engineering - understanding the scope and nature of this profession through studying telecommunications systems, e.g. Television, radio, telephone etc.
- In the Year 12 Course students must produce two Engineering Reports.

#### **Year 12 Elective Fee Cost: \$30.00 (for testing materials)**

## **FOOD TECHNOLOGY - Category A**

### **Course Description**

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, practical food preparation, and the design, implementation and evaluation of solutions to food situations.

### **Main Topics Covered**

#### **Year 11 Course**

- Food Availability and Selection
- Food Quality
- Nutrition

**Year 11 Elective Fee Cost: \$175**

#### **Year 12 Course**

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Food Issues in Nutrition

**Year 12 Elective Fee Cost: \$175**

## **INDUSTRIAL TECHNOLOGY - Option 1: MULTIMEDIA - Category A**

### **Course Description**

Industrial Technology Multimedia at Stage 6 is designed to develop in students a knowledge and understanding of the industry and its related technologies with an emphasis on design, management and production through practical applications. *You can only study ONE Industrial Technology course.*

### **Main Topics Covered**

#### **Year 11 Course**

The Year 11 course consists of project work **and** an industry study, both providing a broad range of skills and knowledge related to the multimedia industry, and an introduction to industrial processes and practices.

The Preliminary course is organised around four sections:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

#### **Year 11 Elective Fee Cost: \$50**

#### **Year 12 Course**

The Year 12 course consists of the development, management and communication of an industry study, **and** a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the multimedia industry.

The Year 12 course is organised around four sections:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

#### **Year 12 Elective Fee Cost: \$50.00**

## **INDUSTRIAL TECHNOLOGY - Option 2: TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES - Category A**

### **Course Description**

Industrial Technology Stage 6 consists of project work and industry study that develops a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices. *You can only study ONE Industrial Technology course.*

**Industrial Technology – Timber Products and Furniture Technologies** allows students to use a wide range of woodworking equipment, materials and processes to create a major HSC presentation of their own design.

### **Main Topics Covered**

#### **Year 11 Course**

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

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

#### **Year 11 Elective Fee Cost: \$120**

#### **Year 12 Course**

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

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

#### **Year 12 Elective Fee Cost: \$75 plus own material**

## **INFORMATION PROCESSES AND TECHNOLOGY – Category A**

It is not necessary for students contemplating the study of Information Processes and Technology to have studied Information and Software Technologies in Years 9 and 10.

### **Course Description**

Information systems and the role they play in society have increased in significance in recent years.

The raw ingredients – information, information technology and participants – combine to form information processes within information systems.

The area of information systems has provided major jobs growth for both women and men in recent years. Moreover, fields which have not traditionally been associated with computers – but in which processing information is a vital function – have emerged as exciting new areas of employment. These include music, the arts, science and technology as well as new and fast-growing industries that use multimedia.

Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Different types of information systems are studied. Through project work, students will manage the development of an information system to meet an identified need. Students will use different applications such as word processing, spreadsheets, databases, multimedia (Dreamweaver, Flash), graphics, etc. at an advanced level gaining knowledge and skills that will make them very employable.

### **Main topics covered**

#### **Year 11 Course**

- Principles of Information Process
- Tools for Information Processes
- Developing Information Systems

**Year 11 Elective Fee Cost: \$50.00**

#### **Year 12 Course**

- Project Management
- Information systems and databases
- Communication based information systems
- Options strands. The study of two information systems from:
  - Decision Support Systems
  - Transaction Processing Systems
  - Automated Manufacturing Systems
  - Multimedia

**Year 12 Elective Fee Cost: \$50.00**



## **SOFTWARE DESIGN AND DEVELOPMENT - Category A**

It is **not necessary** for students contemplating the study of Software Design and Development to have studied Computing Studies in Years 9 and 10.

### **Course Description**

Software Design and Development refers to the creativity, knowledge, values and communication skills required to develop computer software. The subject provides students with a systematic approach to problem-solving, an opportunity to be creative, excellent career prospects and interesting content. Software Design and Development promotes intellectual, social and ethical growth in students.

The computing field, particularly in the area of software design and development, offers opportunities for creativity and problem-solving and a collaborative work environment where working with people and exploring issues is an integral part. It is important that students have the knowledge, understanding and skills necessary to pursue the many new, exciting and highly paid employment opportunities that exist in the field.

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The students create their own software games as part of the course.

The HSC course builds on the Preliminary course and asks students to develop and document software. Students will design and develop different software projects including games.

### **Main Topics Covered**

#### **Year 11 Course**

Concepts and issues in the design and development of software:

- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to software development

- Defining the problem and planning software solutions
- Building software solutions
- Checking software solutions
- Modifying software solutions

Developing software solutions / project management techniques

**Year 11 Elective Fee Cost: \$50**

### **Year 12 Course**

- Development and impact of software solutions
- Social and ethical issues
- Application of software development approaches
- Software Development Cycle
- Understanding the problem
- Planning and designing of software solutions
- Implementation of software solutions
- Testing and evaluation of software solutions
- Maintaining of software solutions
- Developing a solution package
- Options strands
- Programming Paradigms
- The interrelationship between software and hardware

This course complements the Stage 6 course Information Processes and Technology.

On completion, the subject provides students with options in the workforce, TAFE and university study.

**Year 12 Elective Fee Cost: \$50.00**

## **TEXTILES AND DESIGN – Category A**

### **Course Description**

This course provides students with the opportunity to learn about design including fabric colouration, historical design, cultural design factors and contemporary designers. Students learn about fibres, yarns, fabrics, innovations and emerging textile technologies, environmental sustainability, current issues and the Australian Textile Industry. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of textile projects. Throughout Year 12 students develop a Major Textiles Project including supporting documentation.

### **Year 11 Course**

The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

### **MAIN TOPICS COVERED**

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

### **Year 11 Elective Fee Cost: \$70 plus own materials**

### **Year 12 Course**

The HSC course builds upon the year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile 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.

### **HSC Course**

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

### **Year 12 Elective Fee Cost: \$90 plus own materials**

## **VOCATIONAL EDUCATION AND TRAINING**

## Vocational Education and Training (VET) Courses

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

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

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

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

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

There are two types of Stage 6 VET courses available to students:

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

Board Developed VET courses have specified workplace requirement and include a minimum of 70 hours of mandatory industry specific work placement that may include up to 50% simulated workplace hours at school as specified by NESA.

2. **Board Endorsed VET Courses** count towards the HSC or RoSA but do not have an HSC examination and therefore do not count in the calculations of the ATAR. Many Board Endorsed VET Courses have mandatory industry specific work placement as specified by NESA.

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

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

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

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

## 2023 ENTERTAINMENT INDUSTRY COURSE DESCRIPTOR

### Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

Public Schools NSW, Macquarie Park RTO 90222

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

Course: Entertainment Industry  
Board Developed Course (240 hour) 26401

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

By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of [CUA30420 - Certificate III in Live Production and Technical Services](#).  
You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. **To gain the full qualification, students must achieve all 15 competencies.** A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg. LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in the entertainment industry. They should be able to use a personal digital device including a personal computer or laptop.

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

##### 2 x Core units

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

##### 10 x Elective units

- CPCCVHS1001 Prepare to work safely in the construction industry
- CUAVHS312 Apply work health and safety practices
- CUASOU331 Undertake live audio operations
- CUALGT311 Operate basic lighting
- CUASTA212 Assist with bump in and bump out of shows
- SITXCCS006 Provide service to customers
- CUASOU306 Operate sound reinforcement systems

##### 10 x Elective units (cont)

- CUAVSS312 Operate vision systems
- CUASTA311 Assist with production operations for live performances
- CUASMT311 Work effectively backstage during performances

**NB: 60hr specialisation – NESA course 26403, is required to achieve the full qualification – delivered in the HSC year and consists of:**

##### 2 x Core

- CUAPPR314 Participate in collaborative creative projects
- BSBPEF301 Organise personal work priorities

##### 1 x Elective

- CUALGT314 Install and operate follow spots

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:

- Technical production
- customer (client) service
- teamwork
- using digital technologies
- creating documents

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

There are many career choices across the entertainment industry. Some jobs are highly creative or technical, while others are management or customer service oriented. Expertise in technical production is sought after in a range of live performance and event contexts. Key industry priorities are to ensure maintenance and improvement of technical skills and expand capacity to utilise opportunities offered by digital technology, as well as training and development for a new generation of skilled workers to meet workforce needs. Examples are: Front of House Assistant, Technical Assistant (Productions), Special Effects Assistant, Assistant Sound Technician, Follow Spot Operator, Runner, Props Assistant, Technical Production Assistant (Remote Area), Sound Assistant, Assistant Scenic Artist, Stagehand, Lighting, Audio and Staging Assistant, Production Crew, Stage Door Attendant, and Lighting Systems Technician. It also provides a pathway to other roles in similar

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment. Students who do not meet these requirements will be 'N' determined as required by NESA. 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

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

#### Appeals and Complaints

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

**Course Cost: Preliminary - \$35 HSC - \$35**  
**White Card: \$100. White Card to be delivered by \_\_External provider\_\_**

#### 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 [click here](#).

**Exclusions:** VET course exclusions can be checked on the NESA [website](#).



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

Course: **Business Services**

Board Developed Course (240 hour) 26111

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW Macquarie Park RTO 90222 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business (Release 1) <https://training.gov.au/training/details/bsb30120>.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 13 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

### Recommended Entry Requirements

Students must complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg. LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.

### Business Services Training Package (BSB 8.0) Units of Competency

#### Core

BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication

#### Electives

BSBTEC202	Use digital technologies to communicate in the work environment
BSBTEC303	Create electronic presentation
BSBOPS201	Work effectively in business environments
BSBINS302	Organise workplace information
BSBTEC301	Design and produce business documents
BSBTEC201	Use business software applications
BSBPEF301	Organise personal work priorities

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

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

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>working within the business services industry involves customer (client) service</li> <li>using technology to organise information</li> </ul> | <ul style="list-style-type: none"> <li>creativity</li> <li>critical thinking</li> <li>problem solving</li> </ul> |
|--|--|

### Examples of occupations in the business services industry:

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>medical administration</li> <li>clerical worker</li> </ul> | <ul style="list-style-type: none"> <li>office administration</li> <li>receptionist</li> </ul> | <ul style="list-style-type: none"> <li>information desk operator</li> <li>records and information administration</li> </ul> |
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### Mandatory HSC Course Requirements

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

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

The Higher School Certificate examination for Business 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

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

### Appeals and Complaints

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

Course Cost: Preliminary - \$0

HSC - \$0

School Specific equipment and associated requirements for students – N/A

### 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>

## 2023 CONSTRUCTION COURSE DESCRIPTOR

### CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction

Public Schools NSW, Macquarie Park RTO 90222

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

Course: **Construction**  
Board Developed Course (240 hour) 26211

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

By enrolling in a VET qualification with Public Schools NSW, Macquarie Park RTO 90222 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways, (Release 6) <https://training.gov.au/Training/Details/CPC20220> and the requirements for the Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20120> as outlined in the TAS.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.

#### Construction, Plumbing and Services Training Package Units of Competency

Core Units	Elective Units
<a href="#">CPCCWH52001</a> Apply WHS requirements, policies and procedures in the Construction Industry	<a href="#">CPCCCM1011</a> Undertake basic estimation and costing
<a href="#">CPCCOM1012</a> Work effectively and sustainably in the Construction Industry	<a href="#">CPCCOM2001</a> Read and interpret plans and specifications
<a href="#">CPCCOM1013</a> Plan and organise work	<a href="#">CPCCCA2002</a> Use carpentry tools and equipment
<a href="#">CPCCVE1011</a> Undertake a basic construction project	<a href="#">CPCCCA2011</a> Handle carpentry materials
<a href="#">CPCCOM1015</a> Carry out measurement and calculations	<a href="#">CPCCCM2006</a> Apply basic levelling procedures
	<a href="#">CPCCCM2005</a> Use construction tools and equipment
	<a href="#">CPCCWH51001</a> Prepare to work safely in the construction industry

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<b>Option 1</b>	CPCCBL2001 Handle and prepare bricklaying and blocklaying materials	+	CPCCBL2002 Use bricklaying and blocklaying tools and equipment
<b>Option 2</b>	CPCCWF2002 Use wall and floor tiling equipment	+	CPCCCM2013 Undertake basic installation of wall tiles
<b>Option 3</b>	CPCCJN2001 Assemble components	+	CPCCJN3004 Manufacture and assemble joinery components

**White Card** - CPCCWH51001 - Prepare to work safely in the construction industry.

The General Construction Induction Training (White Card) will be delivered as part of this course.

A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. No online course is recognised by the Dept of Education.

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow students access to construction sites across Australia for work purposes.

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

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

- This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.
- This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

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

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

Carpentry	Joinery	Builder's labourer	Bricklaying
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#### Mandatory HSC Course Requirements

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

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

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

COURSE COST:	Preliminary - \$80	HSC - \$100	White Card - \$120	Refunds
White Card will be delivered by ___ External Provider				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: [click here](#)

Exclusions: VET course exclusions can be checked on the NESA website – [click here](#)



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

**Course: Hospitality**  
 Board Developed Course (240 hour) 26511

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

By enrolling in a VET qualification with Public Schools NSW, Macquarie Park RTO 90222 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20416 Certificate II in Kitchen Operations (Release 1) <https://training.gov.au/Training/Details/SIT20416>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a hospitality environment. They should be able to use a personal digital device including a personal computer or laptop.

#### Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency

Core		Electives	
BSBWOR203	Work effectively with others	SITHCCC002	Prepare and present simple dishes
SITHCCC001	Use food preparation equipment	SITHCCC003	Prepare and present sandwiches
SITHCCC005	Prepare dishes using basic methods of cookery	SITHCCC006	Prepare appetisers and salads
SITHCCC011	Use cookery skills effectively	BSBSUS201	Participate in environmentally sustainable work practices
SITHKOP001	Clean kitchen premises and equipment SITXFSA001	SITXFSA002	Participate in safe food handling practices
	Use hygienic practices for food safety	SITHIND002	Source and use information on the hospitality industry
SITXINV002	Maintain the quality of perishable items		
SITXWHS001	Participate in safe work practice		

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

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

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

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

- breakfast cook
- fast food cook
- take-away cook
- catering assistant
- sandwich hand
- function cook

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.

Students who do not meet these requirements will be 'N' determined as required by NESA.

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

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

**Course Cost:** Year 11 Elective Fee Cost: \$240

Year 12 Elective Fee Cost: \$240

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

#### 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>

# 2023 ENTERTAINMENT INDUSTRY SPECIALISATION COURSE DESCRIPTOR

## CUA30420 Certificate III Certificate III in Live Production and Technical Services

Public Schools NSW, Macquarie Park Registered Training Organisation 90222

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

Course: Entertainment Industry Specialisation (60 indicative hours)  
Board Developed Course Number: 26403

Total of 1 unit of credit – HSC ONLY

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

### Units of Competency

This specialisation course is available for students in the HSC year of study only. Students must be undertaking the Statement of Attainment towards Certificate III in Live Production and Services and be deemed competent in all units of competency from the 240hour [course](#) and the HSC units of competency listed below in this specialisation course to gain the full qualification CUA30415 Certificate III in Live Production and Services.

Core \*BSBPEF301 Organise personal work priorities and development

Core \*CUAPPR314 Participate in collaborative creative projects

Elective \*CUALGT314 Install and operate follow spots

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

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

### Recommended Entry Requirements

Students selecting this course should be interested in working in the Entertainment industry. They should be able to lift and carry production equipment, have the ability to work as a member of a team, and have good communication skills. There will be out of class activities, homework, research activities and assignments. students who are interested in lighting, sound, staging, set design and dealing with patrons would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, assignments and students will be involved in performances and productions.

### Examples of occupations in the Entertainment Industry

- Technical Assistant (Productions)
- Assistant venue technician
- Special Effects Assistant
- Sound Technician
- Follow spot operator

### Mandatory HSC Course Requirements

No additional work placement hours are required with the specialisation course.

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

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

### Competency-Based Assessment

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

### Appeals and Complaints

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

**Course Consumables**  
**HSC - \$0**

**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: <http://www.sbatinnsw.info/>

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

2023 Course Description CUA30420 Certificate III in Live Production and Technical Services - (Specialisation)

Public Schools NSW, Macquarie Park RTO 90222 V1 February 2022 Updated March 2022 Disclaimer:

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



## **CONTENT ENDORSED COURSES (NON ATAR)**

## EXPLORING EARLY CHILDHOOD (NON ATAR)

### Course Description

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. The study of this course will enable students to:

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

The core studies are compulsory. There are three parts to the core:

Part A: Pregnancy and Childbirth (15 hrs)

Part B: Child Growth and Development (20 hrs)

Part C: Promoting Positive Behaviour (10 hrs)

The following optional course modules are also included:

1. Learning Experiences for Young Children
2. Play and the Developing Child
3. Starting School
4. Gender and Young Children
5. Children and Change
6. Children of Aboriginal and Torres Strait Islander Communities
7. Historical and Cultural Contexts of Childhood
8. The Children's Services Industry
9. Young Children and Media
10. Young Children and the Law
11. Children's Literature
12. Food and Nutrition
13. Child Health and Safety
14. Young Children with Special Needs

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

**Year 11 and Year 12 Elective Fee Cost: Nil**

## SPORT, LIFESTYLE AND RECREATION STUDIES (NON ATAR)

### Course Description:

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education and Fitness Leader courses. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

Stage 6 students also have the opportunity of studying the Stage 6 PDHPE syllabus in conjunction with this course. Students may elect to study Sport, Lifestyle and Recreation in preference to PDHPE or to complement their study of PDHPE. Both situations are possible as this content endorsed course is sufficiently flexible to allow students to specialise in areas of interest that are not available in the Stage 6 PDHPE syllabus.

The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students will be given significant opportunities to apply theoretical understanding to practical situations. Programs provide a balance between offering experience in a range of movement contexts and the opportunity to specialise in a specific sport or recreational activity.

This course caters for a wide range of student needs. It can assist students in developing:

- the qualities of a discerning consumer and an intelligent critic of physical activity and sport
- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- the skills of coach, trainer, first aid officer, referee and fitness leader

In the context of this course it may be possible for students to acquire recognized qualifications in these areas. Students will have the opportunity to sit for their Senior First Aid.

The areas of sports science, physical education and human movement present viable post-school study and career pathways. This course provides a sound platform for further study and may offer some credit transfer opportunities into TAFE.

The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area. The study of Sport, Lifestyle and Recreation will support students in developing a commitment to, and capacity for, lifelong learning in this area. This may lead to further post-school study at University or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences in this as an area of personal interest.

**MODULES:** The modules in Sport, Lifestyle and Recreation are:

1. Aquatics
2. Athletics
3. Dance
4. First Aid and Sports Injuries
5. Fitness
6. Games and Sports Applications I
7. Games and Sports Applications II
8. Gymnastics
9. Healthy Lifestyle
10. Individual Games and Sports Applications
11. Outdoor Recreation
12. Resistance Training
13. Social Perspectives of Games and Sports
14. Sports Administration
15. Sports Coaching and Training



Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation.

**Year 11 Elective Fee Cost: \$300 (to cover out of school activities)**

**Year 12 Elective Fee Cost: \$300 (to cover out of school activities)**



## **PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING (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. Visual Arts Year 12 Photography Body of Work.

### **Course Description**

Photography, Video and Digital Imaging is a non ATAR subject offering students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within student 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. Photography, Video and Digital Imaging informs practice in the Visual Arts course.

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

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. 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

- Wet Photography
- Video
- Digital Imaging.
- Individual / Collaboration Project

Modules include: Introduction to the Field; Developing a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and Temporal Accounts. An Occupational, Health and Safety Module is mandatory. The additional module Individual/collaborative project is a body of work which extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

### **Particular Course Requirements**

Students are required to keep an A4 photographic journal, compendium and USB or external hard drive throughout the course.

**Year 11 Elective Fee Cost: \$200**

**Year 12 Elective Fee Cost: \$200**



## NUMERACY COURSE (NON ATAR)

### Course Description

The new Numeracy course is a Content Endorsed Course starting in year 11 in 2023

The Numeracy course supports students to develop the core numeracy skills required to become active and successful participants in society. When students become functionally numerate, they are able to manage a situation or solve a problem in everyday contexts. This course offers students the opportunity to prepare for post-school options including employment or further training.

### Course Content

#### Year 11 Content: (120 Indicative Hours)

- Module 1:
  - Whole numbers
  - Operations with whole numbers
  - Distance, area and volume
  - Time
  - Data, graphs and tables
- Module 2:
  - Fractions and decimals
  - Operations with fractions and decimals
  - Metric relationships
  - Length, mass and capacity

#### Year 12 Content: (120 Indicative Hours)

- Module 1:
  - Percentages
  - Operations with numbers
  - Finance
  - Location, time and temperature
  - Space and design
- Module 2:
  - Rates and ratios
  - Statistics and probability
  - Exploring with NRMT

This course can be included in the achievement of the HSC but is not examined and does not contribute to the calculation of an ATAR.

### Prerequisites:

The Numeracy course has been specially designed to better meet the needs of students who wish to study mathematics in Stage 6 but who would find the Standard course too difficult. Students who have studied Mathematics at the 5.1 level are strongly recommended to consider enrolling in the Numeracy course. Some 5.2 level students would also be suited to the Numeracy course.

**Elective Fee Cost: Nil**

