



2024 YEAR 11 COURSE HANDBOOK

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INTRODUCTION

This booklet has been carefully prepared to help students and parents find their way through the Higher School Certificate (HSC) 'maze'. It should be closely read and then retained as a useful reference book to keep students well informed about Preliminary and HSC rules. It also contains essential information about each subject and course. While the school provides accurate advice it is the responsibility of every student to understand the implications of their subject choices.

In this booklet, students will find information on:

- Our approach when supporting students with their course selections.
- the rules governing the awarding of the HSC in NSW;
- the ATAR (Australian Tertiary Admission Rank); and
- all courses that may be offered.

Students studying their HSC at The Forest have access to some of the best educational support in New South Wales. We have teachers who have been recipients of state and national teaching awards for their outstanding practice and several teachers who have HSC marking experience. All students across the state complete the *Tell Them From Me* survey each year. Our students consistently report that they build positive relationships with their teachers. In this category, our results surpass both the state average and those of statistically similar schools. Strong teacher-student relationships are an integral part of success and enjoyment in years 11 and 12. 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. In recent times, we have had our library open to students over the holiday break. This has enabled students to form study groups during the holidays or to simply enjoy a nice quiet space when revising. Students in Years 11 and 12 will also nominate a teacher advocate, who will support students throughout their senior schooling. Ensuring our senior students are known, valued and cared for is a high priority.

The Forest High School caters for a very broad range of senior electives, equal to many schools twice our size. 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 students to discuss their future goals and aspirations, and ensure they receive the best advice on a pattern of senior study. Please note that while many courses are offered, a course will only run if there are sufficient numbers of students interested in studying the course. While it is expected that the vast bulk of students 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. We can also assist with this transition.

Details of the rules for assessment, the school's assessment policy and the assessment schedule for each course offered will be provided in separate Assessment Booklets, one for the Year 11 Preliminary Courses and one for the Year 12 Higher School Certificate Courses. Senior study requires an independent and mature approach in order to meet the HSC rules and requirements as outlined by the NSW Education Standards Authority (NESA). Depending on the chosen pattern of study, students may have a more flexible timetable than in Years 7 to 10, with different starting and finishing times or travel to TAFE. Senior students are encouraged to use the Library for private study during the school day when they do not have a timetabled class. Success in the HSC requires a large time commitment from students. Students who achieve the best results are placed at the top of all their courses of study. These students complete a significant amount of study per week outside school time.

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

TIMELINE FOR SUBJECT SELECTION

Week 8, Term 2

- A physical copy of the Subject Selection booklets will be distributed to students.
- Parents will be emailed a link to the website where they can access a PDF copy of the Subject Selection booklet.
- A copy of the booklet will be available on Year 10 Canvas page.

Week 9, Term 2

- Year 10 Work Experience

Week 10, Term 2

- Subject information sessions will be held in classes.

Week 1, Term 3

- Thursday July 20 – Subject Selection Parent Night, 6:30pm – 7pm in the hall. Further information on individual subjects will be available in the library from 7pm to 8pm. Head Teachers will be available to answer questions in the library.

This evening will cover:

- What should I keep in mind when choosing my courses?
- What are the requirements for the HSC?
- What is an ATAR?
- What are the course selection considerations to achieve an HSC or ATAR?
- What questions do I have for our Heads of Department?
- How do I make my subject selections?

Week 2, Term 3

- Subject selections will be available from Thursday July 20th 7pm to Monday July 24th 7pm.
- Students will make their course selections and submit via the Edval code emailed to them.

Week 3, Term 3

- **Subject selections close on Monday July 24th at 7pm.**

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.

Principal	Nathan Lawler	Deputy Principal (Y10) Rel. Deputy Principal	Mirjana Simic Genevieve Nestor
Head Teacher CAPA	Rebecca Constantin	Rel. Head Teacher English	Amanda Liu
Head Teacher HSIE	Scott Tesoriero	Head Teacher Mathematics	Karen Gourlay
Rel. Head Teacher PDHPE	Lee Chaloner	Head Teacher Science	Lucy Collins
Rel. Head Teacher Secondary Studies	Andrew Shaw	Rel. Head Teacher TAS	Amanda Walsh
Rel. Head Teacher Teaching & Learning and LOTE	Helen Lepre	Learning and Support Teacher	Benjamin Woods
Careers Advisor	Annika Williams	Year Advisor	Gordon Kovacs

INFORMATION FOR PROSPECTIVE YEAR 11 STUDENTS AND THEIR PARENTS/CAREGIVERS

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.
- Satisfactorily complete Year 11, 12 units of preliminary courses before commencing the corresponding year 12 courses.
- 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.

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

- A Preliminary (Year 11) pattern of study that includes at least 12 units.
- An HSC (Year 12) pattern of study that includes at least 10 units.

Both Preliminary and HSC 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 (including English)
- A maximum of 6 units of Science may be included in the Year 11 pattern of study.
- A maximum of 7 units of Science may be included in the Year 12 pattern of study.
- 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 and Heritage.
- You must study English Extension 1 if you wish to study English Extension 2.
- You must study Mathematics Advanced if you wish to study Year 11 Mathematics Extension 1.

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;

Are there any prerequisites for the course I want to study at University or TAFE?

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

TYPES OF HSC COURSES

Board Developed

Courses are developed by NESA and all students in the State study the same course content and complete the same HSC examination. These courses may contribute to a calculation of a student's ATAR. **Most courses run at The Forest High School are Board Developed Courses.**

Content Endorsed Courses

They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR. The Forest High School offers three Content Endorsed Courses; Sports Leisure and Recreation, Numeracy and Photography, Video and Digital Imaging.

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.

Satisfactory completion of a course

A student must:

- Follow the course developed or endorsed by NESA.
- Apply themselves with diligence and sustained effort to the set task and experiences provided in the course by the school.
- Achieve some or all of the course outcomes.
- Demonstrated effort in maintaining an attendance rate of 90% or higher.
- Complete HSC assessment tasks that contribute more than 50% of available marks in courses where internal assessment marks are submitted; and
- Sit for and make a serious attempt at any requisite Higher School Certificate examinations for a course.
- VET Board Developed courses require students to complete mandatory work placement.

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. 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 complete the Year 11 and Year 12 HSC course 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 and potentially teachers.
- 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.
- Do not try to pick subjects because you think or are told they 'Scale' better, you may be LESS likely to get a high ATAR if you pick subjects that you are not interested in.
- 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)

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

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.

DRAMA

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

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.

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

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).

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)

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.

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

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.

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.

Several 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)

Most 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)

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)

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 (2 units)

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

Extension 1 and Extension 2

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

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

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
- 4th century Greece
- Persia during the 6th and 5th centuries B.C.
- Rome in the Augustan Age
- Rome under the Julio-Claudians
- Imperial China during the Qin and Han dynasties

NB: 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

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

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.
- 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
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

Year 12 HSC Course

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

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

GEOGRAPHY

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

Earth's Natural Systems: Atmospheric, hydrological, geomorphic and ecological systems

People, Patterns and Processes: Human diversity and activities, population and resource consumption, with a major case study on human resilience in diverse environments.

Human Environment Interactions: The change in Earth's natural systems due to human induced change, climate change, deforestation, desertification and melting glaciers. This topic includes a major case study on natural hazards or climate change.

Geographical Investigation: 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

Global Sustainability: This topic focuses on the concept of sustainability and how it can be achieved with the competing pressures of industries and the environment.

Rural and Urban Places: This topic investigates the nature, size, distribution and other processes taking place in both rural and urban places. There are major case studies in Australia and globally.

Ecosystems and Global Biodiversity: This topic is based around the complexity of ecosystems, their vulnerability and the strategies to protect them, with major case studies including Coral Reefs and Wetlands.

Year 11 and Year 12 Elective Fee Cost: Nil

LEGAL STUDIES

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

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

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 20th 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

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

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 may need to purchase their own dictionary and workbooks)

GERMAN BEGINNERS

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)

JAPANESE BEGINNERS

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. Students may need to purchase their own dictionary)

JAPANESE CONTINUERS

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

(\$60.00 per course will be charged for a workbook. Students may need to purchase their own dictionary)

MATHEMATICS FACULTY

MATHEMATICS - STANDARD

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 and Standard 1. 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 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).

The Standard 1 course has an optional HSC examination. If you elect to take the examination this can be included in the ATAR calculation.

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

Course Description

The Mathematics Advanced course is a 2 unit Board-developed course.

The Mathematics Advanced course is 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

Course Description

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

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

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

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

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

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.

Prerequisites: As Biology has a high level of literacy requirements it is suggested that students selecting Biology are also selecting Standard or Advanced English.

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

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.

Prerequisites: Students selecting Chemistry should also be studying Advanced Mathematics to support the level of calculations required in the course.

Course combinations: Students studying more than one course in science are suggested to combine Chemistry with Physics or Investigating Science due to their similarities

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

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.

Course combinations: Investigating Science is a skills-based course. The content covered in course works well in supporting the learning in all other Science courses in the HSC.

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	Depth studies
		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

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.

Prerequisites: Students selecting Physics should also be studying Advanced Mathematics to support the level of calculations required in the course.

Course combinations: Students studying more than one course in Science are suggested to combine Physics with Chemistry or Investigating Science due to their similarities

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

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

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:
 1. 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)

ENTERPRISE COMPUTING

(New syllabus 2024 – previously ‘Information Processes and Technology’)

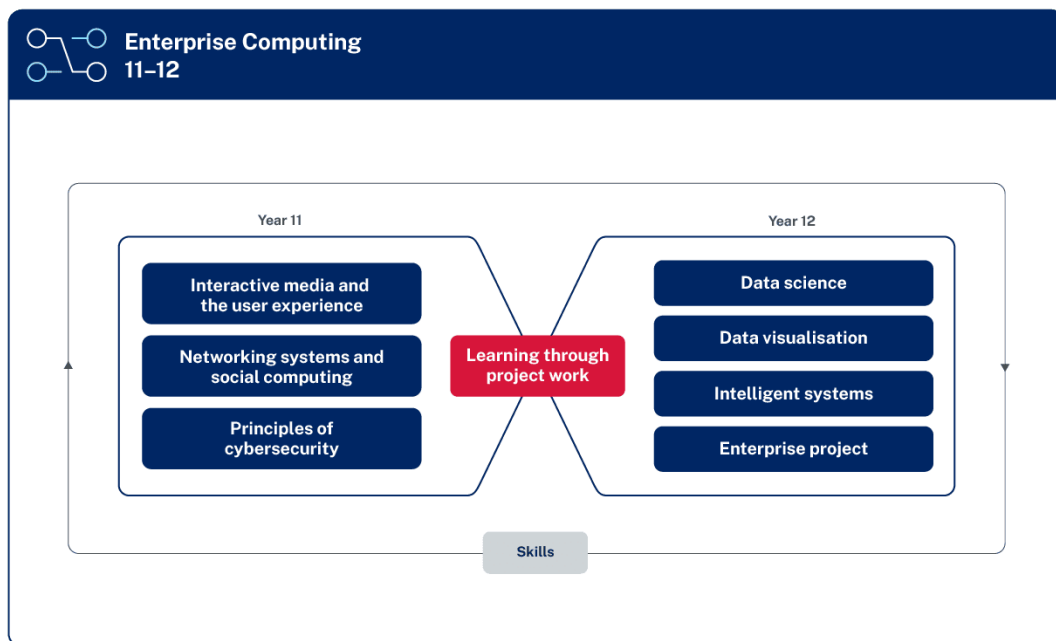
It is not necessary for students contemplating the study of Enterprise Computing to have studied Information and Software Technologies in Years 9 and 10.

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

Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills. The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems.

Students perform project work and apply their knowledge and skills in: interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems. Students use their acquired knowledge and skills to develop an enterprise project. Project work encourages students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Students learn about the technologies that support enterprise-based information systems. As they develop digital solutions, students investigate social and safety issues relating to cyber safety, cybersecurity and digital footprints. They engage with technologies that improve access to, and participation in, computing technologies across a range of enterprises.



Year 11 Elective Fee Cost: \$50

Year 12 Elective Fee Cost: \$50

FOOD TECHNOLOGY

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

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

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

SOFTWARE ENGINEERING

(New syllabus 2024 – previously ‘Software Design & Development’)

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

Course Description

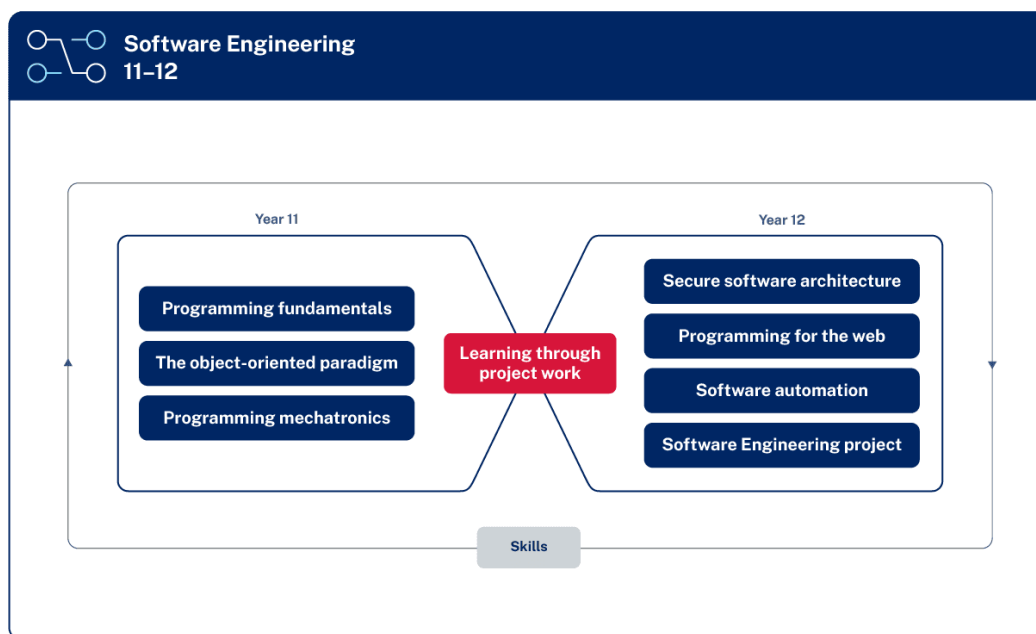
The study of *Software Engineering 11–12* enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.

Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to greater flexibility when developing software solutions. Students perform project work and apply their knowledge and skills which enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries.

The *Software Engineering 11–12 Syllabus* provides students with the opportunity to develop their computing skills across 4 domains: technical skills, social awareness, project management and thinking skills. Students are encouraged to transfer knowledge to new situations and projects, building on technical skills and past learning. They enhance their understanding of project management through collaboration, communicating ideas, engaging in processes and designing solutions.

Students will gain an understanding of Python Programming Language.



Year 11 Elective Fee Cost: \$50

Year 12 Elective Fee Cost: \$50

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

TEXTILES AND DESIGN

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

Public Schools NSW RTOs Vocational Education and Training

School Delivered Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

Work Placement

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

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

There are other VET opportunities including:


Externally delivered Vocational Education and Training (EVET)

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

School Based Apprenticeships and Traineeships (SBAT)


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

Business Services 2024

 Education		2024 Business Services Course Descriptor BSB30120 Certificate III in Business RTO - Department of Education - 90333, 90222, 90072, 90162	
This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.			
Course: Business Services Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business https://training.gov.au/training/details/bsb30120 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course, you should be interested in working in a 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 Elective BSBTEC303 Create electronic presentation		Elective BSBTEC202 Use digital technologies to communicate in the work environment BSBOPS201 Work effectively in business environments BSBOPS301 Maintain business resources 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">working within the business services industry involves customer (client) serviceusing technology to organise information		<ul style="list-style-type: none">creativitycritical thinkingproblem solving	
Examples of occupations in the business services industry:			
medical administration clerical worker		office administration receptionist information desk operator records and information administration	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for 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 In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency. Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines			

Course Cost: Preliminary – N/A HSC – N/A School Specific equipment and associated requirements for students – N/A	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships	
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	
2024 Course Descriptor BSB30120 Certificate III in Business RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.16 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>	

Cookery Course 2024

		2024 Cookery Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>			
Course: Hospitality Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) https://training.gov.au/Training/Details/SIT20421 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.			
Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency			
Core SITXFSA005 Use hygienic practices for food safety SITXWHS005 Participate in safe work practices SITHCCC023 Use food preparation equipment SITHCCC027 Prepare dishes using basic methods of cookery SITHCCC034 Work effectively in a commercial kitchen SITHKOP009 Clean kitchen premises and equipment SITXINV006 Receive, store and maintain stock		Elective SITXFSA006 Participate in safe food handling practices SITHCCC025 Prepare and present sandwiches SITHCCC024 Prepare and present simple dishes SITHCCC026 Packaged prepared foodstuffs SITXCOM007 Show social and cultural sensitivity SITXCCS011 Interact with customers	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
Working within the hospitality industry involves <ul style="list-style-type: none">organising information and records in both paper and electronic formscustomer (client) service		<ul style="list-style-type: none">teamworkusing technologiescreating documents	
Examples of occupations in the hospitality (kitchen operations) industry: <ul style="list-style-type: none">breakfast cookcatering assistantfast food cooksandwich handtake-away cookfunction cook			
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.			
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			

Course Cost: Preliminary - \$250 HSC - \$250

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>

2024 Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13
Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

 Education		2024 ConstructionCourse Descriptor CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) RTO - Department of Education - 90333, 90222, 90072, 90162	
This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.			
Course: Construction Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) - Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.			
Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency			
Core Units CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry CPCCOM1012 Work effectively and sustainably in the Construction Industry CPCCOM1013 Plan and organise work CPCCVE1011 Undertake a basic construction project CPCCOM1015 Carry out measurement and calculations		Elective Units CPCCCM1011 Undertake basic estimation and costing CPCCOM2001 Read and interpret plans and specifications CPCCCA2002 Use carpentry tools and equipment CPCCCA2011 Handle carpentry materials CPCCCM2005 Use construction tools and equipment CPCWHS1001 Prepare to work safely in the construction industry	
Delete two options not delivered before use and delete this row			
Option 1	CPCCBL2001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	
Option 2	CPCCWF2002 CPCCCM2013	Use wall and floor tiling equipment Undertake basic installation of wall tiles	
Option 3	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	
White Card CPCWHS1001 - Prepare to work safely in the construction industry. The General Construction Induction Training (White Card) will be delivered as part of this course.		Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.		This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.	
Examples of occupations in the construction industry: This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer			
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.			
External Assessment The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			

Course Cost: Preliminary - \$80 HSC - \$100 School Specific equipment and associated requirements for students	Refunds- Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships	
Exclusions: VET course exclusions can be checked on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	
2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction RTO - Department of Education - 90333, 90222, 90072, 90162 0.20	Version
<i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>	

Entertainment Industry 2024

		2024 Entertainment Industry Course Descriptor Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services OR CUA30420 Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162	
This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.			
Course: Entertainment Industry Board Developed Course (240 hour) (Statement of Attainment course) Or (300 hour) 240 hour + 60 specialisation study (Certificate III in Live Production and Technical Services (delete if not delivering))		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) -Australian Tertiary Admission Rank (ATAR) eligible course 2, 4 or 5 Preliminary and/or HSC units in total (delete if not delivering)	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services https://training.gov.au/Training/Details/CUA30420 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an entertainment environment and be able to use a personal digital device including a personal computer or laptop.			
Creative Arts and Culture Training Package (CUA 6.0) Units of Competency			
Core CUAIND311 Work effectively in the creative arts industry CUAIND314 Plan a career in the creative arts industry. Elective CPCCWHS1001 Prepare to work safely in the construction industry CUASOU306 Operate sound and reinforcement systems CUAWHS312 Apply work health and safety practices CUALGT311 Operate basic lighting CUASTA311 Assist with production for live performances CUAVSS312 Operate vision systems CUASMT311 Work effectively backstage during performances CUASTA212 Assist with bump in bump out of shows		Elective CUASOU331 Undertake live audio operations SITXCCS006 Provide service to customers *Additional units required for 60-hour specialisation study (SS)– Contact the RTO if delivering. Delete if not delivering SS Core CUAPPR314 Participate in collaborative creative projects BSBPEF301 Organise personal work priorities Elective CUALGT314 Install and Operate follow spots Optional Unit HLTAID011 Provide First Aid	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
Working within the Live production and Technical Services Industry involves: <ul style="list-style-type: none">Technical productioncustomer (client) service		<ul style="list-style-type: none">teamworkusing digital technologiescreating documents	
Examples of occupations in the Live Production and Technical Services Industry:			
<ul style="list-style-type: none">Front of House AssistantTechnical Assistant (Productions)Special Effects AssistantAssistant Sound Technician	<ul style="list-style-type: none">Follow Spot OperatorRunnerProps AssistantTechnical Production Assistant	<ul style="list-style-type: none">Sound AssistantAssistant Scenic ArtistStagehandLighting	<ul style="list-style-type: none">Audio and Staging AssistantProduction CrewStage Door AttendantLighting Systems Technician
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA. You should be work ready before work placement. The HSC specialisation study includes an additional 60 hours of course work. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
Appeals and Complaints			

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

Course Cost: Preliminary - \$235 HSC - \$35
School Specific equipment and associate requirements for students

Refunds

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

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

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

2024 Course Descriptor CUA30420 Statement of Attainment towards Certificate III in Live Production and Technical Services OR Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13

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

CONTENT ENDORSED COURSES (NON-ATAR)

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 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

PLAGIARISM DECLARATION

Submission Date.....

I of class.....
Name Class

studying in
Unit of Work Subject

with
Teacher

agree THAT THIS SUBMISSION IS ALL MY OWN WORK.

I understand that any work partially or fully plagiarised will incur a penalty of zero marks, and a resubmission of the task to meet learning outcomes will follow. I understand that this decision will be based on the professional judgment of my teacher, using appropriate plagiarism software.

Student Signature:

Parent/Guardian Signature:

Staple this document, signed, and dated, to your submission of transcript.

Class Teacher
The Forest High School

Head of Department
The Forest High School