



**Stage 6**  
**Subject Selection Guide**  
**2021 - 2022**



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## Introduction: For Year 10 students

At Sylvania High School the vast majority of our students transition from Year 10 to Year 11 to undertake the HSC course. The diverse nature of our students consistently reveals a trend of up to 75% of our graduates going on to University with approximately 25% pursuing a vocational education through TAFE and apprenticeships and up to 5% transitioning directly into the work force. Every year, up to 100% of all Sylvania High School graduates are gainfully engaged in post school pathways of their choice. These statistics are not coincidental and are the result of a carefully engineered counselling period before, during and after the Year 10 subject selection period and a curriculum pattern designed by the school to strategically cater for the diverse choices of our students.

The journey of learning through the HSC is demanding regardless of the subjects studied but for each student's success it is underpinned by informed choices. We know that each working person can expect to change jobs two to three times in their working life and that many of the jobs of the future do not presently exist, so wise choices are critical.

We know that the HSC is built on several important principles including:

- assessing both a student's knowledge and skills in each subject;
- linking courses to further education and training;
- enabling in-depth study through extension courses;

This handbook provides outlines of the courses available for Year 11 students. However, it is not the only source of information. Importantly, students should talk with teachers and subject coordinators to evaluate options and consider alternatives. This thoughtful decision making process is critical to ensure that students and parents prepare well for the two years of learning ahead.

In the Year 11 and the Year 12 HSC course, students can study a wide variety of subjects. Each subject has a unique content and ways of being assessed. This booklet has been prepared by staff at Sylvania High School to assist students with this subject selection and help them understand how the Higher School Certificate works.

In making choices, students should consider:

- choosing subjects they enjoy;
- choosing subjects where they can achieve;
- future career aspirations and related areas of study;
- future tertiary or TAFE courses, prerequisite subjects and conditions of entry; and
- the level of study, especially in English and Mathematics, which will make the best use of their ability.

It is important to remember that students are also choosing to continue to learn at school and therefore make a serious commitment to their education. This level of commitment and determination will ultimately influence the degree of success over the next two years with the demands of this level of study.

Mrs Holz  
Principal

## General HSC Information

This is your introduction to the HSC and the many options now available. More information is contained in the following NESAs (NSW Education Standards Authority) publications:

*Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students.*

### HSC in 2021-2022

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- All courses incorporate the learning outcomes as prescribed in the syllabus documentation.
- Courses are linked to further education and training.
- Extension courses (including undergraduate university courses) will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses count towards the HSC with some courses counting towards an ATAR. These subjects will also lead to qualifications recognised across a range of industries.
- Vocational Education and Training courses count towards an ATAR, the HSC and will also lead to qualifications recognised across a range of industries.
- The HSC may include Life Skills courses for students with special education needs.
- The HSC fairly assesses each student's knowledge and skills.
- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- For each course, you will receive easy-to-understand reports, which contain detailed information. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course. The Year 11 Preliminary report will be issued at the completion of Year 11. Whilst Year 12 has a mid-course report and a final report.

## What type of courses can I select?

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

### Board Developed Courses

The NESA develops these courses. There is a syllabus for each course, which contains:

- the course objectives, structure, content and outcomes;
- specific course requirements;
- assessment requirements;
- sample examination papers and marking guidelines; and
- the performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the Year 12 Course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

### Board Endorsed Courses

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.

- Schools may also design special courses to meet student needs. The NESA must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.

## **Vocational Education and Training Courses – VET**

(Either Board Developed or Board Endorsed)

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

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

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

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

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

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

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

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

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

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

## **School Based Traineeships and School Based Apprenticeships**

A school based apprenticeship or traineeship combines paid work, training and school. It provides both an industry recognised national qualification and credit towards the HSC. School based apprentices or trainees work part time and undertake the first stage of their formal or off- the-job training whilst also studying for their HSC.

This is a difficult program with dedication to both school and work required. For further information, see the school Careers Adviser Ms Stanton.

## What are Units?

All courses offered for the Higher School Certificate have a unit value. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC, each unit has a value of 50 marks. Hence a 2-unit course has a value of 100 marks.

2 units = 4 hours per week  
= 9 periods per cycle  
= 100 marks

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

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

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

Extension courses build on the content of the 2 unit course and carry an additional value of 1 Unit. They require the students to work beyond the standard of the 2 Unit courses. Extension courses are available in English, Mathematics, History, Music, some Languages and VET.

English and Mathematics extension courses are available at both Year 11 Preliminary and Year 12 HSC levels. Students must study the extension course at Year 11 Preliminary level to be able to study the HSC extension course.

Extension course in subjects other than English and Mathematics are only offered at HSC level (not Year 11 Preliminary).

**1 UNIT COURSE** 1 Unit equals approximately 2 hours of class work per week  
(60 hours per year)  
It has a value of 50 marks

## Requirements for the award of the HSC

If you wish to be awarded the HSC you must:

- ✓ Have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- ✓ Sit for and make a serious attempt at the Higher School Certificate examinations.
- ✓ Study a **minimum of 12 units in the Year 11 Course and a minimum of 10 units in the Year 12 HSC course**. Both the Year 11 Course and the Year 12 HSC Course must include the following:
  - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English;
  - at least three courses of 2 units value or greater;
  - at least four courses; and
  - at most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

The NESA publication, *Studying for the New South Wales Higher School Certificate* – is an HSC information booklet for Year 10 students and is available on the NESA website.

### Principal's certification

Your principal will certify that you have completed a Board Developed or Board Endorsed course if, in your principal's view, there is enough evidence that you:

- a) followed the course;
- b) applied yourself with diligence and sustained effort to the set tasks and experiences that the school provided in the course; and
- c) achieved some or all of the course outcomes.

### HSC all my own work

All work that you present in a Year 11 or Year 12 HSC assessment task or exam must be your own. The *HSC: all my own work* program is a program designed to help senior students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Malpractice, including plagiarism, could mean that you receive zero marks for that task or exam.

The following NESA website link provides further information regarding malpractice:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work/scholarship-principles-practices/3-malpractice>



## Assessment and Reporting

- ✓ For each Year 12 HSC Course, schools prepare and provide students with an assessment program in accordance with syllabus guidelines. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assignments, practical activities, fieldwork and projects.
- ✓ When you begin your Year 12 HSC, your school will provide you with details of your assessment tasks, including weighting and due dates.
- ✓ At the conclusion of the HSC assessment program, your school will submit a school-based assessment mark to NESA for each of your courses. The assessment submitted by your school is moderated by NESA to produce the assessment mark that appears on your results. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted based on the performance of the group in the HSC examination. The rank order of students as submitted by the school is not changed.
- ✓ Moderated school-based assessment tasks will contribute to 50% of your HSC mark. These are reported on your Course Report and Record of Achievement.
- ✓ The other 50% of your HSC mark will come from the HSC examination.
- ✓ Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- ✓ On satisfactory completion of your HSC you will receive a portfolio containing:
  - ☺ The HSC Testamur- *The official certificate confirming your achievement of all requirements for the award.*
  - ☺ The Record of Achievement- *This document lists the courses you have studied and reports the marks and bands you have achieved.*
  - ☺ Course Reports- *For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course.*

### Students Online

Students Online is your source for information about your study from Year 10 to the HSC. To access this worthwhile information, you will need to activate your Students Online account via the link below.

<https://studentsonline.nesa.nsw.edu.au/>

# Requirements for the award of the ATAR

## What is the ATAR?

The ATAR (Australian Tertiary Admission Rank) is a percentage ranking between 0.00 and 99.95, with increments of 0.05. It is a measure of a student's overall academic achievement in the HSC. It is calculated by the universities and used by them to rank applicants for selection into courses.

## Eligibility

To be eligible for an ATAR you must complete at least 10 units of Board Developed Courses, including at least 2 units of English. These Board Developed Courses must include at least three courses of two units or greater and at least four subjects.

## Calculation of the ATAR

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

- Your best two units of English;
- Your best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included;
- You must satisfactorily complete English;
- You may accumulate courses over a period of no more than five years;
- If you repeat a course, only the last satisfactory attempt will be used in the calculation of your ATAR; and
- If you enrol in a repeat course and subsequently withdraw, either officially by advising your Principal or the Board of Studies or unofficially by non-attendance at the appropriate examination, you will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt – in this case, the mark from your previous satisfactory attempt in the course will be available for inclusion in your ATAR.

## What are Category A and B courses?

Board Developed Courses are classified as Category A or Category B courses. The criteria for category A courses are academic rigour, depth of knowledge and understanding and the degree to which the course contributes to assumed knowledge for tertiary studies.

### **A maximum of 2 units of Category B courses may be used in the calculation of the ATAR.**

Category B courses include the following:

- Accounting
- Business Services - Office Administration
- Construction
- English Studies
- Hospitality Operations
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail Services
- Tourism



## The Common Grade Scale for Preliminary Courses

The Common Grade Scale shown below is used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

Grade	Common Grade Scale for Preliminary Courses
A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

## Support offered during your senior years

### **Student Adviser** – Ms Morris

You can discuss any problems that you may be having at school with your Year Advisor, e.g. learning difficulties, relationships with other students or teachers, personal problems. The Year Advisor gathers information about your progress and behaviour from the teachers. Your parents can make an appointment with the Year Advisor to discuss your progress.

### **Careers Adviser** – Ms Stanton

The Careers Advisor can give you information, guidance and counselling on career choice, job prospects, subject/course selection as well as coordinating excursions and guest speakers. Your parents are also welcome to speak to the Careers Advisor about your career choices.

### **School Counsellor** – Ms Purnell

The School Counsellor is trained to help students when they have emotional or relationship problems. You can ask the Counsellor for help when you have problems in friendships, stress, anxiety and relationships.

### **Teaching and Learning** – Head Teacher Teaching and Learning – Ms Williams

At times students need help with assessment tasks and the management of their workload. The Head Teacher Teaching and Learning can offer support through our Learning Centre held each Thursday afternoon. Subject Head Teachers can also supply specific information about course content and requirements for the HSC as well as assisting students with the appropriate choice and level of subject. Your classroom teacher will monitor your progress with classwork, assessment tasks and your attendance.

### **Deputy Principal** – Mrs Turansky

The Deputy Principal will monitor overall progress of students through Years 11 and 12. Included in this monitoring will be attendance and meeting NESA requirements. If you are having problems coping with the level you are studying, or are having difficulties at home, see the Deputy Principal about possible changes to study or help with study habits.

### **ELES** – online and interactive study skills handbook

ELES is a website for students and parents to address all study skills issues and concerns and enables students to learn new ways to improve their results at school.

[www.studyskillshandbook.com.au](http://www.studyskillshandbook.com.au)

Username: sylvaniahs

Password: 17success

### **External Support**

Use the available website links for a range of information and support regarding many issues which adolescents may face during their senior years.

<https://kidshelpline.com.au/>

<https://www.headspace.org.au/>

## Course Fees

Please note that some courses require students to pay compulsory fees. Should this prove difficult, please advise the school Principal in writing. Fees below are only indicative and will possibly change.

Community & Family Studies	Y11 Y12	\$10.00 \$20.00
Construction	Y11 & Y12	\$65.00
Dance	Y11 & Y12	\$30.00
Design & Technology	Y11 Y12	\$45.00 \$45.00 + Major project costs
Drama	Y11 & Y12	\$30.00
Engineering Studies	Y11 Y12	\$10.00 \$15.00
Food Technology	Y11 Y12	\$100.00 \$100.00
French Beginners	Y11 & Y12	\$35.00
Hospitality Operations	Y11 Y12	\$190.00 + Kit & Uniform \$190.00
Industrial Technology – Timber	Y11 & Y12	\$65.00 + cost of PPE \$60.00 + Major project costs
Information Processes & Technology	Y11 Y12	\$50.00 \$50.00
Music	Y11 Y12	\$50.00 \$30.00
Software Design & Development	Y11 Y12	\$30.00 \$30.00
Textiles & Design	Y11 & Y12	\$50.00 + Major project costs
Visual Arts	Y11 Y12	\$100.00 \$100.00 (HSC Body of Work has extra cost)

## **Courses Offered in 2021**

### **Board Developed Courses**

Ancient History  
Biology  
Business Studies  
Chemistry  
Community & Family Studies  
Dance  
Design & Technology  
Drama  
Economics  
Engineering Studies  
English Advanced (subject to Head Teacher English approval)  
English Extension 1 (1unit) (subject to Head Teacher English approval)  
English Standard  
English Studies (Category B subject)  
Food Technology  
French Beginners  
Geography  
Industrial Technology  
Information Processes Technology  
Investigating Science  
Legal Studies  
Mathematics Standard  
Mathematics Advanced (subject to Head Teacher Mathematics approval)  
Mathematics Extension 1 (1unit) (subject to Head Teacher Mathematics approval)  
Modern History  
Music 1  
Music 2 (subject to Head Teacher Performing Arts approval)  
PD/H/PE  
Physics  
Society & Culture  
Software Design & Development  
Textiles & Design  
Visual Arts

### **Board Developed VET Courses- Category B (ATAR Optional)**

Business Services  
Construction  
Hospitality

### **Board Endorsed Courses – which do NOT count in the calculation for an ATAR**

Industry Based Learning 2 unit - See the Careers Adviser. Designed for school based apprentices and trainees only.

# Ancient History

*2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course*

**Exclusions:** Nil

**Course Description:**

The Year 11 Preliminary course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

The Year 12 HSC course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

**Main Topics Covered**

**Year 11 Preliminary Course**

Studies undertaken in the Year 11 Preliminary course should be selected from a range of societies.

**Investigating Ancient History 50%**

- a) The Nature of Ancient History – (cultural heritage and role of museums)
- b) Case Studies

Students undertake: at least ONE option from ‘The Nature of Ancient History’, AND at least TWO case studies.

ONE case study must be from Egypt, Greece, Rome or Celtic Europe. (Troy)

ONE case study must be from the Near East, Asia, the Americas or Australia. (Persepolis)

**Features of Ancient Societies 33%**

Students study at least TWO ancient societies through an investigation of women in Ancient Greece and Rome.

- a different key feature for each society, OR
- one key feature across the societies selected.

**Historical Investigation 17%**

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest.

**Year 12 HSC Course**

**Core study:** Cities of Vesuvius – Pompeii and Herculaneum - 25%

**Ancient Societies:** One ancient society is to be studied - 25% Spartan Society to the Battle of Leuctra 371BC

**Personalities in Their Times:** One personality is to be studied - 25%- Agrippina the Younger or Xerxes

**Historical Periods:** One historical period is to be studied - 25% The Greek world 500-440BC

Note: Students must make their selections in the Year 12 HSC Course from at least **two** of the following areas: Egypt, Near East, China, Greece and Rome.

**Assessment: Year 12 HSC Course only**

External Assessment	Weighting %	Internal Assessment	Weighting %
A 3 hour written examination in four parts	100	The four parts of the course are assessed through a range of tasks including:	40
		• Knowledge and understanding of course content	20
		• Source based skills	20
		• Historical inquiry and research	20
		• Communication of historical understanding in appropriate forms	
	100		100

## Biology

*2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course*

**Exclusions:** Nil

**Course Description:**

Biology is the most popular science with over 15,000 candidates each year. It is suitable for students aiming for a high ATAR and wishing to study any science-related course in the future at University, TAFE etc, for example Science, Biotechnology, Food Technology, Medicine, and Nursing.

Biology involves the study of the history, nature and practices in biology, applications and current developments in related fields and an analysis of the implications for society and the environment of emerging new technologies, e.g. genetic engineering.

Students will develop skills in planning and conducting investigations, effective communication, development of scientific thinking and problem-solving techniques and abilities needed to work individually and in teams.

**Main Topics Covered:**

**Year 11 Preliminary Course**

Module 1: Cells as the Basis of Life

Module 2: Organisation of Living Things

Module 3: Biological Diversity

Module 4: Ecosystem Dynamics

15 hours of a Depth Study across the Year 11 Preliminary Course

**Year 12 HSC Course**

Module 5: Heredity

Module 6: Genetic Change

Module 7: Infectious Disease

Module 8: Non-infectious Disease and Disorders

15 hours of a Depth Study across the Year 12 HSC Course

**Practical Investigations:**

Practical investigations are an essential part of the Year 11 Preliminary and Year 12 HSC course. They will occupy a minimum of 70 hours of course time.

**Assessment:**

The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks.

External assessment is a written examination.



## Business Studies

*2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course*

**Exclusions:** Nil

**Course Description:**

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

**Main Topics Covered:**

**Year 11 Preliminary Course**

Nature of Business 20%  
 Business management 40%  
 Business Planning 40%

**Year 12 HSC Course**

Operations 25%  
 Contemporary Business Issues, Business Case Studies  
 Operations - Management, Influence, Processes and Strategies  
 Marketing 25%  
 Contemporary Business Issues; Business Case Studies  
 Marketing - Role, Influences, Processes, Strategies  
 Finance 25%  
 Contemporary Business Issues; Business Case Studies  
 Financial Management- Role, Influences, Processes, Strategies  
 Human Resources 25%  
 Contemporary Business Issues; Business Case Studies  
 Human Resource Management- Role, Influences, Processes, Strategies

**Assessment: Year 12 HSC Course only**

External Assessment	Weighting %	Internal Assessment	Weighting %
A three hour written examination	100	Knowledge and understanding of course content	40
		Stimulus-based skills	20
		Inquiry and Research	20
		Communication of Ideas, and Issues in appropriate forms	20
	100		100

# Chemistry

2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course

**Exclusions:** Nil

## Course Description:

The study of Chemistry provides students with the knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. The choice of Chemistry with Biology or Physics and Mathematics is recommended for students interested in careers in the Health Services, Engineering and Sciences. In addition, the study of Chemistry assists students to prepare for a range of employment opportunities due to the skills developed in investigation, problem solving and communication concepts.

Chemistry focuses on investigation of the physical and chemical properties of substances, chemical reactions and processes, and the interaction of energy and matter. It involves the study of man-made and natural substances, their structure and environmental importance and the history and philosophy of science related to Chemistry and its applications in the context of technology, society and the environment.

## Main Topics Covered:

### Year 11 Preliminary Course

Module 1: Properties and Structure of Matter  
Module 2: Introduction to Quantitative Chemistry  
Module 3: Reactive Chemistry  
Module 4: Drivers of Reactions

15 hours of a Depth Study across the Year 11 Preliminary Course

### Year 12 HSC Course

Module 5: Equilibrium and Acid Reactions  
Module 6: Acid-Base Reactions  
Module 7: Organic Chemistry  
Module 8: Applying Chemical Ideas

15 hours of a Depth Study across the Year 12 HSC Course

## Practical Investigations:

Practical investigations are an essential part of the Year 11 Preliminary and Year 12 HSC course. They will occupy a minimum of 70 hours of course time.

## Assessment:

The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks.

External assessment is a written examination.

## Community and Family Studies

2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course

**Exclusions:** Nil

### **Course Description:**

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

### **Main Topics Covered:**

#### **Year 11 Preliminary Course**

Resource Management-Basic concepts of the resource management process (approximately 20% of course time).

Individuals and Groups- The individual's roles, relationships and tasks within groups (approximately 40% of course time).

Families and Communities- Family structures and functions and the interaction between family and community (approximately 40% of course time).

#### **Year 12 HSC Course**

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

Groups in Context- The characteristics and needs of specific community groups (approximately 25% of course time).

Parenting and Caring- Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

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

Family and Societal Interactions- Government and community structures that support and protect family members throughout their lifespan.

Social Impact of Technology- The impact of evolving technologies on individuals and lifestyle.

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

### **Particular Course Requirements:**

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

### **Assessment:**

The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks.

External assessment is a written examination.

## Dance

*2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course*

**Exclusions:** Nil

### **Year 11 Preliminary Course**

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

Components to be completed:

Performance 40%, Composition 20%, Appreciation 20% and an additional 20% to be allocated by the teacher to suit the specific circumstances/context of the class.

### **Year 12 HSC Course content**

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

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

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

### **Particular Course Requirements:**

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

### **Assessment Year 12 HSC Course only:**

External Assessment	Weighting %	Internal Assessment	Weighting %
Core Performance Solo dance and interview	20	Core Performance	20
Core Composition Solo composition and elaboration performed by another student	20	Core Composition	20
Core Appreciation	20	Core Appreciation	20
A written 1 hour examination Major Study Performance One solo dance and interview OR Major Study Composition One dance composition: new solo, group dance and elaboration OR Major Study Appreciation Written 1 ¼ hour examination OR Major Study Dance & Technology Option 1: Choreographing the Virtual Body Presentation of a composition via 3D animation software and elaboration & Process Diary OR Major Study Dance & Technology Option 2: Film and Video Presentation of a composition via film/video and Manifesto & Process Diary	40	Development of Major Study	40
	100		100

## Design & Technology

2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course

**Exclusions:** Nil

**Course Description:** The Year 11 Preliminary Course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Year 11 Preliminary Course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio.

The Year 12 HSC Course applies the knowledge and understanding of designing and producing from the Year 11 Preliminary Course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

**Main Topics Covered:**

**Year 11 Preliminary Course**

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

**Year 12 HSC Course**

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

**Particular Course Requirements:**

In the Year 11 Preliminary Course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the Year 12 HSC Course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the Year 12 HSC Course the activities of designing and producing that were studied in the Year 11 Preliminary Course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Year 11 Preliminary Course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

**Assessment:**

The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks.

External assessment is a written examination and a Major project.

*NOTE: Students may study both Design and Technology and Industrial Technology*

## Drama

*2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course*

**Exclusions:** Nil

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

**Year 12 HSC Course content**

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

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

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

**Year 12 HSC Course**

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

**Particular Course Requirements:**

The Year 11 Preliminary Course informs learning in the Year 12 HSC Course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group performance, a published topic list is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the Year 12 HSC Course. Students choosing Individual Project Design or Critical Analysis base their work on one of the texts listed in the published text list. This list changes every three 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 HSC Course when choosing Individual Projects.

**Assessment Year 12 HSC Course only:**

External Assessment	Weighting %	Internal Assessment	Weighting %
Group Performance (Core)	30	Australian Drama and Theatre	30
Individual Project	30	Studies in Drama and Theatre	30
A one and a half hour written examination comprising two compulsory sections: Australian Drama and Theatre(Core)	40	Development of Group Performance	20
Studies in Drama and Theatre.		Development of Individual Project	20
	100		100

# Economics

*2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course*

**Exclusions:** Nil

**Course Description:**

Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

**Main Topics Covered:**

**Year 11 Preliminary Course**

Introduction to Economics	10% of Course Time
Consumers and Business	10% of Course Time
Markets	20% of Course Time
Labour Markets	20% of Course Time
Financial Markets	20% of Course Time
Government in the Economy	20% of Course Time

**Year 12 HSC Course**

The Global Economy	25% of Course Time
Australia's Place in the Global Economy	25% of Course Time
Economic Issues	25% of Course Time
Economic Policies and Management	25% of Course Time

**Assessment: Year 12 HSC Course only**

External Assessment	Weighting %	Internal Assessment	Weighting %
A three hour written examination	100	Knowledge and understanding of course content	40
		Stimulus-based skills	20
		Inquiry and research	20
		Communication of economic information, ideas and issues in appropriate forms	20
	100		100

## Engineering Studies

*2 units for each of Preliminary and HSC Board Developed Courses*

**Exclusions:** Nil

**Course Description:**

Both Preliminary and HSC courses develop students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

**Main Topics Covered:**

**Preliminary Course**

Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of Biomedical engineering

**HSC Course**

Students undertake the study of 4 compulsory modules:

- two application modules relating to the fields of Civil structures and Personal and public transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

**Particular Course Requirements:**

**Preliminary Course**

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

**HSC Course**

Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

**Assessment:**

The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks.

External assessment is a written examination.



## English Advanced

2 units for each of Year 11 Preliminary and Year 12 HSC - Board Developed Course

**Exclusions:** English Standard; English Studies, English as a Second Language;

**Pre-requisite:** A writing portfolio must be submitted to the English HT

### Course Description:

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 values.

In the Year 12 HSC course students analyse and evaluate texts and the ways they are valued in their contexts.

### Main Topics Covered:

#### Year 11 Preliminary Course:

The course has two sections.

Content common to the Standard and Advanced courses is undertaken through a unit of work called Common Module- Reading to Write: Transition to Senior English. Students explore texts and develop skills in synthesis, analysis and composition.

Students study modules that explore, examine and analyse texts. They also analyse how meaning is shaped and the ways in which texts and contexts shape and are shaped by different attitudes and values.

#### Year 12 HSC Course:

The course has two sections:

The HSC Common Content consists of The Common Module- Texts and the Human Experience common to the HSC Standard, Advanced and English Studies courses where students analyse and explore texts and apply skills in synthesis.

Modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued.

### Particular Course Requirements:

#### Year 11 Preliminary English Advanced course requires:

- study Australian and other texts
- explore a range of types of texts inclusive of prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts.
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes: reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text

#### Year 12 HSC English Advanced course requires:

- the close study of at least four types of prescribed text, one drawn from each of the following categories: Shakespearian drama; prose fiction; drama or poetry; non-fiction or media or multimedia or film texts.
- a wide range of additional related texts and textual forms.

### Assessment: Year 12 HSC Course

External Assessment	Weighting %	Internal Assessment	Weighting %
2 external examination papers	100	<i>Component</i> Knowledge and understanding of course content	50
		Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100		100

## English Standard

*2 units for each of Year 11 Preliminary and Year 12 HSC - Board Developed Course*

**Exclusions:** English Advanced; English Studies, English as a Second Language; English Extension

**Course Description:**

In the **Year 11 Preliminary English Standard** course students explore the ways events, experiences, ideas and processes are represented in and through texts.

In the **Year 12 HSC English Standard course** students reflect on and demonstrate the effectiveness of texts for different audiences and purposes. The course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society.

**Main Topics Covered:**

**Year 11 Preliminary Course**

The course has two sections:

Content common to the Standard, Advanced and English Studies courses is undertaken through a unit of work called The Common Module- Reading to Write: Transition to Senior English. Students explore texts and develop skills in synthesis, analysis and composition.

Modules in which students explore and examine texts and analyse aspects of meaning. There are two modules in this section.

**Year 12 HSC Course**

The course has two sections:

The HSC Common Content which consists of The Common Module – Texts and the Human Experience common to the HSC Standard HSC Advanced and English Studies courses where students analyse and explore texts and apply skills in synthesis, analysis and composition.

Modules that provide elective choices which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes

**Particular Course Requirements:**

**Year 11 Preliminary English Standard course requires:**

- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts.
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- engage in the integrated study of language and text

**Year 12 HSC English Standard course requires:**

- the close study of at least three types of prescribed text, one drawn from each of the following categories: prose fiction; drama or poetry; non-fiction or film or media or multimedia.
- a wide range of additional related texts and textual forms.

**Assessment: Year 12 HSC 1**

External Assessment	Weighting %	Internal Assessment	Weighting %
2 external examination papers	100	<i>Component</i>	50
		Knowledge and understanding of course content	50
		Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	
	100		100

## English Studies

*2 units for each of Year 11 Preliminary and Year 12 HSC - Board Developed Course*

**Exclusions:** English Advanced; English Standard, English as a Second Language; English Extension

### Course Rationale:

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. *English Studies* is offered in two ways - ATAR course OR a non ATAR course

Satisfactory completion of *English Studies* as part of the pilot program will fulfil English requirements for the Higher School Certificate. *English Studies* will also count towards the six units of Board Developed Courses required for the award of the Higher School Certificate.

Students who complete the non ATAR course are not eligible for the calculation of an Australian Tertiary Admission rank (ATAR).

### Course Description

In the *English Studies* course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

### Main Topics Covered

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

The module: *Achieving through English: English in education, work and community* is mandatory in the Year 11 Preliminary course.

Students will study a total of 2-4 modules.

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

The *Mandatory common module – Texts and Human Experiences*.

Students will study a total of 2-4 different modules 20-45 indicative hours per module. The additional modules for both the Year 11 Preliminary and Year 12 HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the Year 12 HSC course. Schools may develop and offer one 20-hour module of their own design for the Year 11 Preliminary.

### Particular Course Requirements

In each of the Year 11 Preliminary and Year 12 HSC courses students are required to:

- read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- undertake study of at least one substantial print text and at least one substantial multi-modal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented.

### Assessment: Year 12 HSC

External Assessment	Weighting %	Internal Assessment	Weighting %
External 2½ hour examination	100	<i>Component</i>	50
		Knowledge and understanding of course content	50
		Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	
	100		100

## English Extension

### Year 11 Preliminary & Year 12 HSC English Extension 1 Year 12 HSC English Extension 2

*1 unit of study for each of Year 11 Preliminary and Year 12 HSC - Board Developed Course*

**Exclusions:** English Standard, English Studies; ESL

**Prerequisites:**

- (a) English Advanced course and approval from the English HT
- (b) Year 11 Preliminary English Extension Course is prerequisite for Extension Course 1.
- (c) Extension Course 1 is prerequisite for Extension Course 2.

**Course Description:**

In the Year 11 Preliminary English (Extension) course students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

In the HSC English (Extension) course 1 students explore ideas of value and consider how cultural values and systems of valuation arise.

In the HSC English (Extension) Course 2, students develop a sustained composition ( a major work) and document their reflection on this process.

**Main Topics Covered:**

**Year 11 Preliminary Extension Course**

The course has one mandatory section, Module: Texts, Culture and Value and; a related research project.

**Year 12 HSC Extension Course 1**

The course has one section. A Common Module and One elective.

**Year 12 HSC Extension Course 2**

The course requires students to complete a Major Work and reflection statement

**Particular Course Requirements:**

**Year 11 Preliminary English Extension course** requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

**Year 12 HSC English Extension course 1** requires the study of prescribed texts as outlined in the HSC support document.

**Year 12 HSC English Extension course 2** requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.

**Assessment: Year 12 HSC Extension Course 1**

External Assessment	Weighting %	Internal Assessment	Weighting %
External examination	100	<i>Component</i> Knowledge and understanding of complex texts and of how and why they are valued	50
		Skills in complex analysis, sustained composition and independent investigation	50
	100		100

**Assessment: Year 12 HSC Extension Course 2**

External Assessment	Weighting %	Internal Assessment	Weighting %
Major work	100	<i>Component</i> Skills in extensive independent investigation	50
		Skills in sustained composition	50
			100

# Food Technology

2 units for each of Year 11 Preliminary and Year 12 HSC - Board Developed Course

**Exclusions:** Nil

**Course Description:**

The Year 11 Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The Year 12 HSC involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

**Main Topics Covered:**

**Year 11 Preliminary Course**

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

**Year 12 HSC**

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

**Particular Course Requirements:**

There is no prerequisite study for the 2 unit Year 11 Preliminary course. Completion of the 2 unit Year 11 Preliminary course is a prerequisite to the study of the 2 unit Year 12 HSC. To meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

**Assessment:**

The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks.

External assessment is a written examination.

## French Beginners

*2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course*

**Prerequisites:** Stage 5 French or equivalent knowledge is assumed.

**Exclusions:** French Beginners

Eligibility rules apply to the study of this subject.

Check with your teacher or refer to the NESA's *ACE Manual*.

**Course Description:**

***This course is designed for those students who have completed the Year 9 and 10 in French.***

The Year 11 Preliminary and Year 12 HSC Courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

**Main Topics Covered:**

*Themes:*

- the Individual
- the French-speaking communities
- the Changing World.

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying the culture of French-speaking communities through texts.

**Particular Course Requirements:** Nil

**Assessment: Year 12 HSC Course only**

External Assessment	Weighting %	Internal Assessment	Weighting %
A ten minute oral examination – conversation	20	Speaking	20
A three hour written examination: <ul style="list-style-type: none"> <li>• Listening and responding</li> <li>• Reading and responding</li> <li>• Part A</li> <li>• Part B</li> <li>• Writing in French</li> </ul>	25	Listening	30
		Reading	30
		Writing	20
	100		100

# Geography

*2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course*

**Exclusions:** Nil

**Course Description:**

The Year 11 Preliminary Course looks at current issues and developments in the natural and human world. It will develop student understanding and knowledge of topics examined briefly in Years 7-10 Geography. Students will use an enquiry method of study to investigate our world through research of real world events and processes, fieldwork and geographical skills.

The Year 12 HSC Course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of enquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers' contribution to understanding our environment, and demonstrates the relevance of geographical study.

**Main Topics Covered:**

**Year 11 Preliminary Course**

Biophysical studies	45% of course time
Global studies	45% of course time
The Senior Geography Project	10% of course time

**Year 12 HSC Course**

Ecosystems at Risk	33% of course time
Urban Places	33% of course time
People and Resource Use	33% of course time

**Key concepts incorporated across all topics:**

Change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.

**Particular Course Requirements:**

Students complete a senior geography project (SGP) in the Year 11 Preliminary Course and must undertake 12 hours of fieldwork in both the Year 11 Preliminary and Year 12 HSC Courses. Students will be required to submit both oral and written geographic reports.

**Assessment: Year 12 HSC Course only**

External Assessment	Weighting %	Internal Assessment	Weighting %
A three hour written examination	100	Knowledge and understanding of course content	40
		Geographical tools and skills	20
		Geographical inquiry and research, including fieldwork	20
		Communication of geographical information, ideas and issues in appropriate forms	20
	100		100

## Industrial Technology Timber Products and Furniture Technologies

*2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course*

**Exclusions:** Other Industrial Technology Focus areas, some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

**Course Description:**

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

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

**Main Topics Covered:**

**Year 11 Preliminary Course:** The following sections are taught in relation to the relevant focus area:

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

**Year 12 HSC Course:** The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%)
- Industry Related Manufacturing Technology (25%)
- Major Project (60%)
- Design, Management and Communication
- Production

**Particular Course Requirements:**

In the Year 11 Preliminary Course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 Preliminary Course content. Students also undertake the study of an individual business within a focus area industry.

In the Year 12 HSC Course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

**Assessment:**

The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks.

External assessment is a written examination and a Major Project.

*NOTE: The Focus Area selected will be based on popularity & staff expertise.  
Students are required to purchase an apron and safety glasses for practical lessons.*



## Information Processes and Technology

2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course

**Exclusions:** Nil

### Course Description:

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

### Main Topics Covered:

#### Year 11 Preliminary Course

- Information Skills and systems
- Tools for Information Processes
- Planning, Design and Implementation
- Personal and Group Systems and Projects

#### Year 12 HSC Course

- Information systems and databases
- Communication systems
- Option strands, the study of two information systems
- Project Work

#### Practical work includes:

- Spreadsheets
- Video production and editing
- Graphics and Photoshop
- Web Design
- Databases
- Animation
- Network Construction

### Particular Course Requirements:

There is no prerequisite study for the 2 Unit Year 11 Preliminary Course.

Completion of the 2 Unit Year 11 Preliminary Course is a prerequisite to the study of the 2 Unit Year 12 HSC Course.

### Assessment:

The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks.

External assessment is a written examination.

*Note: Students selecting this course are indicating their willingness to pay the course fee.*

## Investigating Science

2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course

**Exclusions:** Nil

### Course Description:

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

### Main Topics Covered:

#### Year 11 Preliminary Course

The Year 11 course consists of four modules:

- Module 1 Cause and Effect – Observing
- Module 2 Cause and Effect – Inferences and Generalisations
- Module 3 Scientific Models
- Module 4 Theories and Laws

#### Year 12 HSC Course

The Year 12 course consists of four modules:

- Module 5 Scientific Investigations
- Module 6 Technologies
- Module 7 Fact or Fallacy?
- Module 8 Science and Society

### Particular Course Requirements:

Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

### Practical Investigations:

Practical investigations are an essential part of the Year 11 Preliminary and Year 12 HSC course. They will occupy a minimum of 70 hours of course time.

### Assessment:

The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks. External assessment is a written examination.

## Legal Studies

*2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course*

**Exclusions:** Nil

**Course Description:**

The Year 11 Preliminary Course develops students' knowledge and understanding about the nature and basic functions of the legal system, the sources and development of Australian and international legal systems, the specific nature of the Australian constitution, and the role of the individual within the legal system. This is achieved by investigating, analysing and evaluating legal information and investigating legal issues from a variety of perspectives.

The Year 12 HSC Course investigates the key areas of law, including crime and human rights, and a variety of focus studies which consider how changes in societies influence law reform, consumer law, family, shelter, global environmental protection, world order, Indigenous peoples and workplace issues.

**Main Topics Covered:**

**Year 11 Preliminary Course**

- The Legal System 40% of course time
- The Individual and the law 30% of course time
- The Law in Practice 30% of course time

**Year 12 HSC Course**

- Crime 30% of course time
- Human Rights 20% of course time
- Additional Focus Studies 50% of course time

Two chosen from consumers, families, global environmental protection, Indigenous peoples, shelter, workplace, world order.

**Key themes incorporated across all topics:** Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

**Particular Course Requirements:** No special requirements

**Assessment Year 12 HSC Course only.**

External Assessment	Weighting %	Internal Assessment	Weighting %
A three hour written examination:		Knowledge & understanding	40
Objective short answer	20	Research	20
Human Rights	15	Communication	20
Crime	15	Analysis & Evaluation	20
Focus Studies	50		
	100		100

## Mathematics Advanced

*2 units for each of Year 11 and Year 12 - Board Developed Course*

**Exclusions:** Mathematics Standard 1 and 2

**Prerequisites:**

This course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Stage 5.2 course and the following sub strands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' Theorem, Single variable data analysis and at least some of the content from the following sub strands of Stage 5.3: Non-linear relationships, Properties of Geometrical Shapes.

Students will have to show evidence to support their choice to attempt the Mathematics course. They will have to have the signed approval of both their classroom teacher and Head Teacher Mathematics.

**Course Description:**

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

The study of Mathematics Advanced in Stage 6:

- ◆ provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and to use these models to solve problems related to their present and future needs
- ◆ provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- ◆ provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

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

**The Topics and Subtopics are:**

**Year 11**

Topic: Functions

- Working with Functions

Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Topic: Calculus

- Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

**Year 12**

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus
- Applications of Differentiation
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

**Assessment Year 12 HSC Course only.**

External Assessment

The Mathematics Advanced HSC examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 10 minutes reading time.

A reference sheet will be provided. NESAs-approved calculators, a pair of compasses and a protractor may be used.

Internal assessment

The objectives of the course are grouped into two components for assessment purposes.

The components are

Understanding, fluency and communication 50%

Problem solving, reasoning and justification 50%.

## Mathematics Standard

*2 units for each of Year 11 Mathematics Standard and Year 12 Mathematics Standard 2. Both are Board Developed Courses and Year 12 Mathematics Standard 2 is examined at the HSC and may be included in the calculation of an ATAR.*

**Exclusions:** Mathematics Advanced, Mathematics Extension 1 & 2

**Prerequisites:**

The Year 11 Mathematics Standard course has been developed on the assumption that students have achieved up to and including the content and outcomes of Stage 5.1 and sub strands of Stage 5.2.

The Year 11 Mathematics Standard course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A). All students studying the Mathematics Standard 2 course will sit a HSC examination.

**Course Description:**

All students studying the Year 11 Mathematics Standard course will have the opportunity to enhance their numeracy skills and capabilities. The study of Mathematics Standard 2 in Year 12 provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

**Main Topics Covered:**

**Year 11 Mathematics Standard Course**

This course comprises of the four topics, Algebra, Measurement, Financial Mathematics and Statistical Analysis. The topics are subdivided into subtopics and include Formulae and Equations, Linear Relationships, Applications of Measurement, Working with Time, Money Matters, Data Analysis and Relative Frequency and Probability.

**Year 12 Mathematics Standard 2 Course**

This course includes the same four topics and the additional topic of Networks. The subtopics include Types of Relationships, Non-right-angled Trigonometry, Rates and Ratios, Investments and Loans, Annuities, Bivariate Data Analysis, The Normal Distribution, Network Concepts and Critical Path Analysis.

**Assessment Year 12 HSC Course only.**

**External Assessment**

The Mathematics Standard 2 HSC examination will consist of a written paper worth 100 marks. The time allowed is 2 hours and 30 minutes plus 10 minutes reading time.

A reference sheet will be provided.  
NESA approved calculators, a pair of compasses and a protractor may be used.

**Internal Assessment**

The objectives of the course are grouped into two components for assessment purposes.

The components are:

Understanding, fluency and communication 50%.

Problem solving, reasoning and justification 50%.

# Mathematics Extension 1

*1 unit additional to the 2 unit value course - Board Developed Course*

**Exclusions:** Mathematics Standard 1 and 2

**Prerequisites:**

Students must have achieved the outcomes of the Mathematics 5.3 course, including the optional sub strands: Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry. Students will have to show evidence to support their choice to attempt the Mathematics Extension 1 course. They will have to have the signed approval of both their classroom teacher and Head Teacher Mathematics.

**Course Description:**

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

The study of Mathematics Extension 1 in Stage 6:

- ◆ provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- ◆ provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- ◆ provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.
- ◆ Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course at HSC level.

**Main Topics Covered:**

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

The Topics and Subtopics are:

**Year 11**

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Topic: Calculus

- Rates of Change

Topic: Combinatorics

- Working with Combinatorics

**Year 12**

Topic: Proof

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

Topic: Statistical Analysis

- The Binomial Distribution

**Assessment Year 12 HSC Course only.**

External Assessment

Candidate will be required to complete either the Mathematics Advanced examination paper or the Mathematics Extension 2 examination paper, in addition to the Mathematics Extension 1 paper. The Mathematics Extension 1 HSC examination will consist of a written paper worth 70 marks. The time allowed is 2 hours plus 10 minutes reading time.

A reference sheet will be provided. NESAs-approved calculators, a pair of compasses and a protractor may be used.

Internal assessment

The objectives of the course are grouped into two components for assessment purposes.

The components are:

Understanding, fluency and communication 50%

Problem solving, reasoning and justification 50%.

## Mathematics Extension 2 (Year 12 only)

*1 unit additional to the Extension 1 course, for the HSC Board developed Course*

**Exclusions:** Mathematics Standard 1 and 2

**Prerequisites:**

The syllabus is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject.

This course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. Students concurrently study the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

**Course Description:**

The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum. The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus.

The study of Mathematics Extension 2 in Stage 6:

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

**Main Topics Covered:**

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

**Year 12**

Topic: Calculus

- Further Integration

Topic: Vectors

- Further Work with Vectors

Topic: Mechanics

- Applications of Calculus to Mechanics

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

**Assessment Year 12 HSC Course only.**

**External Assessment**

Candidates will be required to complete the Mathematics Extension 1 paper in addition to the Mathematics Extension 2 paper.  
The Mathematics Extension 2 HSC examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 10 minutes reading time.

A reference sheet will be provided.  
NESA-approved calculators, a pair of compasses and a protractor may be used.

**Internal assessment**

The objectives of the course are grouped into two components for assessment purposes.

The components are:

- Understanding, fluency and communication 50%
- Problem solving, reasoning and justification 50%.

## Modern History

*2 units for each of Preliminary and Year 12 HSC - Board Developed Course*

**Exclusions:** Nil

**Course Description:**

The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies.

The HSC course is designed for students to investigate national and international forces for change and continuity in the twentieth century through 3 major studies.

**Main Topics Covered:**

**Preliminary Course**

Part I: Investigating Modern History – 40%  
 The Representation and Commemoration of the Past: Film, Television and History  
 The Construction of Modern Histories  
 2 x Depth Studies  
 The Making of Modern South Africa  
 The Decline and Fall of the Romanov Dynasty

Part II: Historical Investigation – 20%

Part III: The Shaping of the Modern World – 40%

**HSC Course**

Part I: Core Study – 25%  
 Power and Authority in the Modern World – The nature of Dictatorship, Nazi Germany and The Search for Peace

Part II: National Study – 25%  
 Russia/Soviet Union

Part III: Peace and Conflict – 25%  
 Conflict in Europe

Part IV: Change in the Modern World -25%  
 Apartheid in South Africa 1960–1994

**Particular Course Requirements:**

The Preliminary course is a prerequisite for the HSC course.

**Assessment: HSC 12 course only**

External Assessment	Internal Assessment
A three hour written examination consisting of all four parts	All modules are assessed through a range of tasks including: Knowledge and understanding of course content Historical Inquiry and research Historical Skills in the analysis and evaluation of sources and interpretations Communication of historical understanding in appropriate forms
100	100



# Music 1

2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course

**Exclusions:** Music 2

Music is a medium of personal expression. All people should have the opportunity to develop their abilities and potential through responding to music. Music plays an important part in life and is a significant part of every culture. Music attracts international prestige to Australia and is a significant contributor to the Australian economy. For many students the study of music will enhance their personal, cultural and spiritual well being and self esteem. Some may choose to work as professional musicians in music related fields or some may simply choose to enhance their leisure time. Students do not need to have studied music before undertaking this course.

## Year 11 Preliminary Course

Students will develop knowledge and understanding in the concepts of music through the learning experiences of-

- (i) Performance (25%) - participation in any form of practical music making, whether this be in a group, as part of an **ensemble** or as a **soloist** on an instrument (e.g. guitar, keyboard, sax, etc.) or voice.
- (ii) Composition (25%) – the Organisation of sounds through notating, experimenting, improvising, arranging or using different types of technology. Developments in technology have provided the means of using computer programs for composing, performing, notating and reproducing music.
- (iii) Musicology (25%) – students will study at least three different styles of music from the set list below:

Australian Music	Music of the 18 <sup>th</sup> Century
Music of the 19 <sup>th</sup> Century	Music of the 20 <sup>th</sup> and 21 <sup>st</sup> Century
Music and Religion	Popular Music
Rock Music	Jazz
Methods of Notating Music	Music in Education
Music of Film, Radio and Television	Technology and its Influence on Music
Instrument and its Repertoire	Music for Large Ensembles
Music for Small Ensembles	Renaissance Music
Baroque Music	Medieval Music
Music and the Related Arts	Theatre Music
- (iv) Aural (25%) - recognition of concepts by listening to a variety of musical excerpts.

## Year 12 HSC Course

This course develops from the Year 11 Preliminary Course and continues the core study in the areas of Performance, Composition, Musicology and Aural. Students also choose to specialise through additional study in Performance, Composition and/or Musicology. A further three topics must be chosen from the above list and two of these must be different from those studied in the Year 11 Preliminary Course (certified by the Principal).

The HSC is a written exam of approximately **one** hour where students respond to a number of musical extracts (i.e. a listening exam). This is worth 30%. All students will have a practical exam at the end of Term 3 worth 10%. The final 60% of the mark depends on the student's area of expertise. Students choose elective components worth 20% each in the areas of Performance, Composition and Musicology. This means, for instance, that Performance can account for a total of 70% of the HSC exam.

## Music 2

2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course

**Exclusions:** Music 1

### Course Description

In the Year 11 Preliminary and Year 12 HSC Courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

### Main Topics Covered

Students study one mandatory topic covering a range of content and one Additional Topic in each year of the course.

In the Year 11 Preliminary Course, the Mandatory Topic is Music 1600–1900.

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

### Particular Course Requirements

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

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

### Assessment: Year 12 HSC Course only

External Assessment	Weighting %	Internal Assessment	Weighting %
Core Performance (one piece reflecting the mandatory topic)	15	Performance	20
Sight singing	5	Composition	20
Core composition (reflecting mandatory topic)	15	Musicology	20
A 1½-hour written examination paper – Musicology and aural skills	35	Aural	20
One Elective representing the Additional Topic: Performance (2 pieces) or One Submitted composition or One Submitted essay	30	One elective from Performance or Composition or Musicology	20
	100		100

## Personal Development Health and Physical Education

*2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course*

**Exclusions:** Nil

**Course Description:**

The Year 11 Preliminary Course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the Year 12 HSC Course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

**Main Topics Covered:**

**Year 11 Preliminary Course**

**Core Strands (60%)**

- Better Health for Individuals
- The Body in Motion

**Optional Components (40%)**

Students to select two options each from

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

**Year 12 HSC Course**

**Core Strands (60%)**

- Health Priorities in Australia
- Factors Affecting Performance

**Optional Component (40%)**

Students to select two options each from

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

**Particular Course Requirements:**

In addition to core studies students select two options in each of the Year 11 Preliminary and Year 12 HSC Courses

**Assessment: Year 12 HSC Course only**

External Assessment	Weighting %	Internal Assessment	Weighting %
A three hour written paper	100	Core Options	60 40
	100		100

# Physics

2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course

**Exclusions:** Nil

**Course Description:**

Physics investigates issues as large as the universe and as small as the atom. Physics is appropriate for students seeking a **high ATAR** - Students who want to be rewarded for hard work, problem solving skills and analysing information. Statistics show that Physics students achieve one of the top mean scores in the HSC. Physics is appropriate for students interested in careers in engineering, medicine, physiotherapy, nursing, electrical trades, mechanics, IPT, computing, electronics etc.

**Main Topics Covered:**

**Year 11 Preliminary Course**

Module 1: Kinematics

Module 2: Dynamics

Module 3: Waves and Thermodynamics Module 4: Electricity and Magnetism

15 hours of a Depth Study across the Year 11 Preliminary Course. A depth study is any type of investigation that a student completes individually that allows the further development of one or more concepts.

**Year 12 HSC Course**

Module 5: Advanced Mechanics Module 6: Electromagnetism Module 7: The Nature of Light

Module 8: From the Universe to the Atom

15 hours of a Depth Study across the Year 12 HSC Course

**Practical Investigations:**

Practical investigations are an essential part of the Year 11 Preliminary and Year 12 HSC course. They will occupy a minimum of 70 hours of course time.

**Assessment:**

The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks.

External assessment will consist of a written examination.

## Society and Culture

*2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course*

**Exclusions:** Nil

**Course Description:**

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of study of interest and relevance to students.

**Main Topics Covered:**

**Year 11 Preliminary Course**

The Social and Cultural World:	30%
Personal and Social Identity:	40%
Intercultural Communication:	30%

**Year 12 HSC Course Core:**

Social and Cultural Continuity and Change:	30%
The Personal Interest Project:	30%

**Depth Studies:** 40%

Two to be chosen from:

- Popular culture
- Belief systems and ideologies
- Social inclusion and exclusion
- Social conformity and non-conformity.

**Particular Course Requirements:** Nil

**Assessment: Year 12 HSC Course only**

External Assessment	Weighting %	Internal Assessment	Weighting %
A two hour written examination Personal Interest Project	60	Oral	20
	40	Application of methodological skills	20
		Secondary research	20
		Tests/exams	40
	100		100

# Software Design and Development

*2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course*

**Exclusions:** Nil

**Course Description:**

The Year 11 Preliminary Course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The Year 12 HSC Course builds on the Year 11 Preliminary Course, and asks students to develop and document software using a variety of data structures and language facilities, and through these will learn to solve a number of interesting and relevant software problems.

**Year 11 Preliminary Course**

Concepts and issues in the design and development of software

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

Introduction to software development

- Planning and Defining
- Building
- Checking
- Modifying
- Project Work

**Year 12 HSC Course**

Development and impact of software solutions

- Social and ethical issues
- Application of software development approaches

Software Development cycle

- Understanding and Defining
- Planning and designing
- Implementation
- Testing and evaluation
- Maintenance

Developing a solution package

Option strands

- Evolution of programming language or
- The software developers view of the hardware

**Particular Course Requirements**

Practical experience should occupy a minimum of 20% of the Year 11 Preliminary Course, and a minimum of 25% of the Year 12 HSC Course.

**Assessment: Year 12 HSC Course only**

External Assessment	Internal Assessment
A three hour written examination	<ul style="list-style-type: none"> <li>• Knowledge and understanding about development and impact of software solutions, the software development cycle</li> <li>• Design and development of software solutions</li> <li>• Project management techniques including documentation, team-work and communication project</li> </ul>
100	100

NOTE: Students selecting this course are indicating a willingness to pay the course fee

## Textiles & Design

2.units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course

### Exclusions:

Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016

### Course Description:

The Year 11 Preliminary Course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two Year 11 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.

The Year 12 HSC Course builds upon the Year 11 Preliminary 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.

### Main Topics Covered:

#### Year 11 Preliminary Course

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

#### Year 12 HSC Course

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

### Particular Course Requirements:

In the Year 11 Preliminary Course students will undertake two Year 11 Preliminary textile projects. Year 11 Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Year 11 Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the Year 12 HSC Course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

### Assessment: Assessment:

The Year 11 Preliminary course will contain three assessment tasks and the Year 12 HSC course will contain four assessment tasks.

External assessment is a written examination and a Major Project.

*NOTE: Students undertaking this subject will be required to pay fees*

## Visual Arts

*2 units for each of Year 11 Preliminary and Year 12 HSC- Board Developed Course*

### **Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:**

Ceramics: Visual Arts HSC Ceramics Body of Work  
 Furnishing: The Furnishing Integrated project(s) cannot be used as a Body of Work  
 Photography: Visual Arts HSC Photography Body of Work  
 Visual Design: Products developed cannot be used as a Body of Work in Visual Arts

### **Course Description:**

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the Year 12 HSC Course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 Preliminary Course is broad, while the Year 12 HSC Course provides for deeper, increasingly more independent investigations.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

### **Main Topics Covered:**

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

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the artworld
- The frames 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 12 HSC Course learning opportunities focus on:**

- How students may develop their own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the artworld
- How students may further develop meaning and focus in their work.

### **Particular Course Requirements:**

#### **Year 11 Preliminary Course**

- artworks in at least 2 forms and use of a process diary
- a broad investigation of ideas in art criticism and art history
- two Case Studies (4-10 hours each)
- development of a body of work and use of a process diary
- 3 Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

### **Assessment: Year 12 HSC Course only**

External Assessment	Weighting %	Internal Assessment	Weighting %
A written examination	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

*NOTE: Students undertaking this subject will be required to pay fees.*



## Vocational Education Courses (Category B –ATAR Optional)



**Public Schools NSW, Ultimo Registered Training Organisation 90072  
VOCATIONAL EDUCATION and TRAINING  
2021 BUSINESS SERVICES COURSE DESCRIPTION**

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

Course: **Business Services**  
Board Developed Course

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

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

**BSB20115 Certificate II in Business**  
**Based on Business Services Training Package Version 5 (BSB v5)**  
**Units of Competency**

**Core**

BSBWHS201 Contribute to health and safety of self and others

**Electives**

BSBCUS201 Deliver a service to customers  
BSBSUS201 Participate in environmentally sustainable work practices  
SBIND201 Work effectively in a business environment  
BSBINM201 Process and maintain workplace information  
BSBINN201 Contribute to workplace innovation  
BSBCMM201 Communicate in the workplace  
BSBITU211 Produce digital text documents  
BSBITU212 Create and use spread sheets  
BSBWOR204 Use business technology

BSBINM202 Handle mail AND  
BSBWOR202 Organise and complete daily work activities

**Additional units required to attain a HSC credential in this course**

TLIP2029 Prepare and process financial documents  
BSBITU307 Develop keyboarding speed and accuracy

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

**Recommended Entry Requirements**

Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments.

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

- administration assistant
- office junior
- information desk assistant
- clerical worker
- receptionist
- data entry operator

**Mandatory HSC Course Requirements**

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

Course Costs: Resources \$ Consumables \$ Other \$  
Refund Arrangements on a pro-rata basis Please see your VET teacher to enquire about financial assistance.

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

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



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072  
VOCATIONAL EDUCATION and TRAINING  
2021 CONSTRUCTION COURSE DESCRIPTION

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

Course: **Construction**  
Board Developed Course

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

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

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

**Core**

CPCCCM1012A Work effectively and sustainably in the Construction Industry  
CPCCWHS2001 Apply WHS requirement, policies and procedures in the construction industry

CPCCCM1013A Plan and organise work  
CPCCCM1014A Conduct workplace communication  
CPCCCM1015A Carry out measurements and calculations  
CPCCCM2001A Read and interpret plans and specifications

**Electives**

**6 out of the following**

CPCCCA2011A Handle carpentry materials  
CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground  
CPCCCO2013A Carry out concreting to simple form  
CPCCCA2002B Use carpentry tools and equipment

CPCCBL2001A Handle and prepare bricklaying and blocklaying materials  
CPCCBL2002A Use bricklaying and blocklaying tools and equipment

**Additional units required to attain a HSC credential in this course**

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

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

**Recommended Entry Requirements**

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

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

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

**Mandatory HSC Course Requirements**

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Costs: White Card approx. \$90 + Safety boots + Safety glasses. Students will require steel cap boots for practical work and work placement. The White Card will be delivered by an external RTO.**

**Consumables \$50 each year** Refund Arrangements on a pro-rata basis

**Please see your VET teacher to enquire about financial assistance.**

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

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

**2021 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION**

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

Notification of variations will be made in due time.



Course: **Hospitality - Kitchen Operations**  
Board Developed Course

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

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

**SIT20416 Certificate II in Kitchen Operations**  
**Based on SIT Tourism, Travel and Hospitality training package**  
**(version 1.2)**

**Units of Competency****Core**

BSBWOR203 Work effectively with others  
SITHCCC001 Use food preparation equipment  
SITHCCC005 Prepare dishes using basic methods of cookery  
SITHCCC011 Use cookery skills effectively  
SITHKOP001 Clean kitchen premises and equipment  
SITXFSA001 Use hygienic practices for food safety  
SITXINV002 Maintain the quality of perishable items  
SITXWHS001 Participate in safe work practice

**Electives**

SITHCCC002 Prepare and present simple dishes  
SITHCCC003 Prepare and present sandwiches  
SITHCCC006 Prepare appetisers and salads  
BSBSUS201 Participate in environmentally sustainable work practices  
SITXFSA002 Participate in safe food handling practices  
SITHIND002 Source and use information on the hospitality industry

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

**Recommended Entry Requirements**

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

**Examples of occupations in the hospitality industry**

- trainee chef short order
- fast food cook breakfast 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.

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Costs: Resources: Chef's Uniform approx..\$80 + Toolbox hire \$40 or New Toolbox purchase approx..\$80**

**Consumables \$ 170 each year**

**Refund Arrangements on a pro-rata basis**

**Please see your VET teacher to enquire about financial assistance**

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

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

## TAFE Delivered VET Courses (TVET)

These are courses that run at local Colleges of TAFE for senior school students. They are all 2 unit courses, with some running for 1 year and some for 2 years. Some TVET Courses may also contribute to the calculation of the ATAR, but as Category B Courses. (Only 1 Category B course can be included in the calculation of the ATAR). The TVET booklet states whether a course counts towards the ATAR.

TVET courses cater for students with a defined career path that traditionally leads to an apprenticeship or traineeship, or further study at TAFE.

Students who wish to be considered for a TVET course must complete both a TAFE application form and a school form. These forms can be collected from the school Careers Adviser, Ms Stanton. There will be a closing date for these applications, to be advised at a later date, when we have the information from TAFE. All students will have an interview with Ms Stanton and a member of the school's senior executive, to determine their suitability.

TVET booklets, with information on all courses being offered, are available from Ms Stanton. The TVET application forms are not yet in the school. Their arrival will be announced on the daily messages, google classroom as well as email. Students must then collect a form from Ms Stanton and return it to her by the date on the form. There are limited places in TVET and not all courses will run, so there is no guarantee that students who apply will be able to study at TAFE next year. There is a limit of one TVET Course per student per year.

### Application Procedure for TVET Courses:

1. TVET application form must be picked up, completed and returned to Ms Stanton by the due date. Application forms will be available during Term 4.  
**NB Late applications will not be considered**
2. Students will be interviewed by Ms Stanton and a member of the school's senior executive to determine their suitability.
3. Suitable students will have their TVET application forms forwarded to the appropriate TAFE College by the school.
4. Students will be informed, through the school, if their application with TAFE have been successful.

### Criteria for Consideration for TVET Courses:

- Demonstrated post school career path which requires their chosen TVET Course.
- Proven application to studies and regular attendance at school.
- The number of TVET positions for Year 12 HSC students is limited. This number is determined on the curriculum pattern established when this cohort is in Year 11 Preliminary. Year 12 HSC students may be placed on a priority waiting list for TVET if the number of applicants exceeds the number established in the curriculum pattern from Year 11 Preliminary.

## School-Based Apprenticeships and Traineeships

Year 11 Preliminary and Year 12 students have the opportunity to start their apprenticeship or traineeship whilst studying for their HSC. This usually involves a combination of 1 day a week of paid employment, with study at TAFE and school. Successful completion of a School Based Apprenticeship or Traineeship requires a high level of commitment, motivation and self-discipline on the part of students as they will regularly miss school lessons whilst out working or studying.

**Our school data shows that the few students undertaking this pattern often experience significant difficulties including non-completion of the school courses.**

A School Based Apprentice will:

- Complete stage 1 of a Certificate III Trade qualification by the end of the HSC year
- Complete a minimum of 100 days of paid work over 2 years (including during the holidays)
- Attend training once a week with TAFE or another training provider.
- A School Based Trainee will:
  - Complete a Certificate II or work towards a Certificate III qualification by the end of the HSC year
  - Complete a minimum of 100 days of paid work over 2 years (including during the holidays)
  - Attend training once a week with school, TAFE or another training provider.

## Open High School Distance Education

The school does not ordinarily support the provision of Stage 5 electives or Stage 6 subjects via School of Languages or Distance Education. Teaching and learning arrangements that occur without a teacher on site and not within the school's home curriculum, create a host of complex issues which are not in the best interests of optimising student learning. The school does not receive additional resources for such applications in terms of supervising staff, rooming and specific learning resources that may be required. In fact, the approval of such courses in Stage 6 may lead to a staffing reduction for the school which can ultimately lead to subjects not being offered to home students or reduced face to face teaching in some areas.

**Local school data shows that the few students who are approved to undertake study in this mode often experience significant difficulties including non-completion of the course.**

Families who have a cultural background in a particular language not offered by the school need to discuss their child's elective learning needs before June 30 with the Deputy Principal of that year. The school will make a decision as to whether the application to the School of Languages or Saturday School to study a language will proceed based upon a number of factors including the student's learning history, the reason for applying to do the language and the resources available to the school to ensure success.

Please note that the school can only accommodate a minimal number of students outside the home curriculum across the school.