



# KOGARAH HIGH SCHOOL

Delivering Quality Education



## YEAR 11/12 ELECTIVE COURSE INFORMATION

2019-2020

This Subject Selection Booklet can be used with the following resources:

- Subject Selection Night Prezi: <https://bit.ly/2MSu11x>
- Video and commentary of the Subject Selection Night can be found at the school's website on the front page under Enrolment > Year 10 Subject Selection: <http://www.kogarahhighschool.nsw.edu.au/>
- VET Jump Ahead resource booklet

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## Common Terms

### **ATAR**

Australian Tertiary Admission Rank

### **ATAR Courses**

ATAR courses are Board Developed courses for which there are formal examinations conducted by the Board of Studies that yield a graded assessment. These are the only courses that can be included in the ATAR calculations. ATAR courses are classified as either Category A courses or Category B courses.

### **Board Endorsed Course**

Developed and examined by NESA, these courses count towards the HSC but do not have an HSC examination and do not contribute towards the calculation of an ATAR.

### **NESA**

New South Wales Education and Standards Authority. NESA is responsible for all course and syllabus delivery in all NSW schools.

### **Syllabus**

Describes the aims, objectives, content and outcomes to be achieved in a course. All Syllabus documents are available from the NESA website.

### **Units**

All HSC courses have a unit value – most courses have a 2 unit value, extension courses usually a 1 unit value. Each unit involves class time of approx. 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.

### **UAC**

The Universities Admissions Centre (NSW & ACT) Pty Ltd is the central office that receives and processes applications for admission to most undergraduate courses offered by universities in NSW and the ACT.

## Useful Websites

**New South Wales Education and Standards Authority.** <http://educationstandards.nsw.edu.au>

**NSW HSC online** <https://studentsonline.nesa.nsw.edu.au>

**Universities Admissions Centre** [www.uac.edu.au](http://www.uac.edu.au)

**Education and Training – State Training Services** [www.training.nsw.gov.au](http://www.training.nsw.gov.au)

**TAFE NSW** [www.tafensw.edu.au](http://www.tafensw.edu.au)

**Career Information Centres** [www.centrelink.gov.au](http://www.centrelink.gov.au)

**My Future – Occupations** [www.myfuture.edu.au](http://www.myfuture.edu.au)

**Job Jump –** [www.jobjump.com.au](http://www.jobjump.com.au) Username: Kogarah High, Password: eagles

## Introduction

Welcome to the final two years of your Secondary Education. We are pleased that you have made the decision to study at Kogarah High School to achieve your Higher School Certificate and we offer you our ongoing support as you work toward this goal.

The final two years of school are very special and should be fulfilling. Importantly, they open up pathways to the future for each student and subject choice should be considered along with career goals. Although the HSC will involve hard work, most students find this time enjoyable and personally rewarding. School is, of course, about much more than the subjects taken and the most successful students are those who remain or become fully involved in the life of the school, whether it be through sport, cultural activities and/or social opportunities.

This booklet contains information on the courses offered in Years 11 and 12. Included in this are the vocational courses that we offer on-site. Vocational courses can also be undertaken through TAFE Vocational Educations and Training (EVET) or school based apprenticeships/traineeships. The booklet also contains the subject selection process and information on assessment in the HSC.

Kogarah High School prides itself on being able to provide quality advice to ensure that individual students are able to select the course which most appropriately reflects their abilities, interests and aspirations.

A number of further meetings and expos are provided over the coming weeks. Selecting subjects for the HSC is not a simple task and it should not be taken lightly. It is important for students to discuss the issue as it relates to themselves with a wide variety of people.

Often, the importance of the ATAR, for University entrance, appears to make subject selection more difficult. Therefore, the best advice to students is always to do subjects in which you have had some success previously and which you enjoy.

It can happen that we are unable to offer a subject due to insufficient numbers or because of a timetable clash and for this reason we ask you to have at least three reserve subjects selected as well.

Remember that we are here to help and if either parents or students feel the need for further information or counselling, there are a number of people at school who can be contacted. This includes Ms A.Arfanis, our Careers/Transition Adviser, Mr D Haggart and Mrs V Williams Deputy Principals, Mr J Eaton, our Head Teacher Administration, Ms A Duong, your Year Adviser, each respective Head Teacher of Faculty or myself.

On behalf of the School I would like to wish you well in this most important subject selection process.

Julie Ross  
**Principal**  
**Kogarah High School**

## Information about the HSC

### Information about the HSC

This is your introduction the HSC and the many options available.

### Outline of the HSC

- 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.
- Courses can be linked to further education and training.
- Extension courses will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses can count towards the HSC and will also lead to qualifications recognised across a range of industries. These are both delivered at school and externally at TAFE.

### New South Wales Education and Standards Authority (NESA)

- The NESA website is accessible to all students, and parents, and has copies of all syllabus documents together with specimen examination papers and assessment guidelines for all HSC courses.

Their website address is:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Students are encouraged to access this website on a regular basis.

## Work Ethic

The school recognises that student's positive work ethic is crucial to their success with their academic studies.

For students, their work ethic can be enhanced by addressing each of the points listed below:

- Be punctual to all lessons.
- Provide all necessary equipment and books for all lessons.
- Be prepared for lessons by having books open with other equipment at hand ready to use as required. They should do this without awaiting specific teacher direction.
- Be aware that there will be consequences when deadlines are not adhered to.
- Be aware that the responsibility for learning lies with the student themselves.
- Need to become planners and goal setters.
- Need to make every endeavour NOT to waste time.

## What Types of Course Can I Select?

### What Types of Course Can I Select?

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

#### Board Developed Courses

These courses are developed by NESA. For each course the following information is available:

- The course objectives, structure, content and outcome.
- Specific course requirements.
- Assessment requirements.

All students entered for the HSC who are studying Board Developed Courses follow these syllabuses. These courses are examined externally at the end of the HSC 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 the NESA to cater for areas of special interest not covered in the Board Developed Courses.

There is no external examination for any Content Endorsed 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.

School Designed Courses are not offered at Kogarah High School.

#### Special Education – Life Skills HSC Courses

If you have special education needs you can earn your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to gain your HSC.

You will need to talk with your Year Adviser, Careers Adviser and HT Learning and Support to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

A list of Life Skills courses is available under HSC Syllabuses on the NESA website.

For more information go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education>

## Unavailability of a Course

Whilst this booklet contains an outline of a wide variety of courses, students need to be aware that **not all courses will eventually run**. To avoid disappointment, students **must** nominate 3 acceptable alternatives as backup courses, in case one of their original selections do not operate. Courses may not operate due to a limited number of students nominating a particular course or courses.



## Vocational Education and Training (VET) Courses either Board Developed or Board Endorsed:

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

These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF).

The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

These courses have a **compulsory specific workplace component** and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

Some of these courses will be delivered by school, while others will be delivered by TAFE or other providers.

The Board Developed VET courses are classified as Category B subjects, and as such, **ONLY ONE** may contribute to the calculation of the ATAR. These courses have an optional HSC exam but this will not be optional if the student requires this mark for their ATAR calculation.

Due to the specific requirements of a VET course, e.g. work placement, transport requirements, etc. it is strongly recommended students speak with Ms A.Arfanis (VET/EVET Co-ordinator) and/or Mr J Eaton (HT Administration) before choosing a VET/EVET course to ensure they are fully aware of course requirements.

## Pathways

The Higher School Certificate may be accumulated over an extended period, of up to 5 years. This allows students the opportunity to maximise their performance. Students who undertake the Pathways program frequently have extensive commitments beyond the school day and this program allows them the flexibility to juggle such commitments but still pursue their secondary studies.

There are a variety of pathways for the accumulation of the HSC. The two most common are to:

- a) Complete the full Preliminary program and then split Year 12 across the next two years.
- b) Complete two thirds of the Preliminary course in the first year, complete the remaining Preliminary course together with two HSC subjects in the second year, to then complete the HSC in the third year.

For a pathways program to occur parents and students must book an interview with the Principal to discuss the options surrounding alternative study such as pathways for the HSC.

## Course Levies/Fees

Please note that some courses attract a levy to cover the cost of materials which form an integral part of the delivery of that particular course. If a course levy applies, it is indicated at the bottom of the subject specific pages. This can include a refundable book deposit for the use of school owned textbooks.

Some courses have a levy attached to cover the cost of materials required as identified above. In addition to this, some courses involve further costs associated with field work opportunities, theatrical performances, excursions, etc. Such costs are not incorporated into School fees.

Chinese Beginners	\$ 40
Chinese and Literature	\$ 20
Design and Technology	\$ 50
Drama	\$ 30
French Beginners	\$ 35
Japanese Beginners	\$ 35
Japanese Continuers	\$ 35
Music	\$ 30
Photography, Video and Digital Imaging	\$40
VET Business Services	\$ 55
VET Construction	\$ 65
VET Hospitality	\$ 70
Visual Art	\$ 50
Visual Design	\$ 40

## What are Units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units.

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 (approximately 120 hours per year) = 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

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

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

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

## Requirements for the Award of the HSC

If you wish to be awarded the HSC:

- You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
  - At least 6 units from Board Developed Courses including at least 2 units of Board Developed Course in English (this includes English Studies Content Endorsed Course)
  - At least three courses of 2 units value or greater
  - At least four subjects
  - At most 6 units of courses in Science can contribute to the Higher School Certificate
  - You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course
  - You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

### **Additional information:**

The NESA publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

If you wish to receive an Australian Tertiary Academic Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, *University Entry Requirements 2019 Year 10 Booklet*, published by UAC contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC Courses for study in Years 11 and 12 in preparation for university entry.

<https://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2021.pdf>

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

### **HSC: *All My Own Work* – a program in Ethical Scholarship for HSC students**

The HSC: *All my Own Work* program is designed to strengthen the capacity of HSC students to follow the principles and practices of good scholarship, including understanding and valuing ethical practices related to locating and using information as part of their HSC program.

The program will consist of a number of modules which can be accessed online in a flexible, self-paced mode after a workshop delivery in the final weeks of Year 10. It is expected that the program will take between 5 and 10 hours to complete. Each student is required to satisfactorily complete the material contained in the program before commencing their HSC program of study. Satisfactory

completion of the program will be an eligibility requirement for all candidates entering Higher School Certificate courses.

### Assessment and Reporting

The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

The other 50% 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 School 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 (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.

## Subject Selection Process

Year 10 2018 – Year 11 2019

### Core elements include:

- Subject Selection Handbook
- Faculties speaking to students regarding courses in their faculty and the level of study required in those courses
- Presentations to Year 10 students regarding requirements for the award of the HSC and ATAR
- Preliminary choices are completed through the subject selection process
- Interviews with students regarding these preliminary choices and Transition Planning
- Parent information evening

### The process:

Step 1 - Consider the following factors

**ABILITIES:** Choose subjects which match your level of ability, in which you are capable of doing well will make your school life rewarding. Look at your school reports and examine your level of performance.

**INTERESTS:** Choose subjects in which you are interested. This will make your life at school more enjoyable.

**MOTIVATION:** Choose subject areas that you want to study.

**CAREER ASPIRATIONS:** Select career fields that appeal to you, taking into account your personal characteristics and broad interests. Research your career goal. Consider subjects to enhance your vocational interests. This will make study of the HSC more relevant to you.

**SUBJECT PRE-REQUISITES AND ASSUMED KNOWLEDGE:** Check university requirements if university is your chosen pathway. Each university has a website with extensive information for future students.

Step 2 - Discuss your ideas and concerns with

**SUBJECT TEACHERS AND YEAR ADVISER:** talk to teachers about course content and requirements. Your Year Adviser knows you well and can help with advice for study.

**CAREERS ADVISER:** talk to Ms Arfanis about tertiary study and requirements, employment opportunities, work placements and general aptitude.

**PARENTS AND CAREGIVERS:** they have a wealth of experience and understanding. They know you better than almost anyone else.

Step 3 - Complete your Senior Studies Application form and bring it with you to your subject selection interview at school. You will need to get a subject recommendation from your Science Teacher, Maths teacher and English teacher **BEFORE** the interview.

Step 4 – Following the interview have another discussion with your parent/carer and ask them to read and sign your form.

Step 5 – You will be called out of class to submit your form and make your online subject selections. Once these have been made there will be no changes to subject requests without a written application and valid reason. You will be required to make at least 6 subject selections (to the value of 12 units) and 3 reserve choices.

## Courses offered at Kogarah High School

Please select **at least 6 subjects** (12 units) from the lists below which you would like to study in Year 11 and apply for your future studies online following the instructions on the previous page. Remember:

You **MUST** choose an English course

You **MUST** choose at least 3 Board Developed courses to gain an HSC

To qualify for an ATAR you must choose at least 10 units of Board Developed courses.

Board Developed Courses (Count towards ATAR) (All 2 units except for Extension courses which are 1 unit)	Content Endorsed Courses (Do not count towards ATAR) (all 2 units)
English – EAL/D / Standard /Advanced /Extension 1 & 2 Mathematics – Mathematics Standard 1 and 2 / Mathematics / Extension 1 / Extension 2 Ancient History Biology Business Studies Chemistry Chinese and Literature* Chinese Beginners* Community and Family Studies Design and Technology * Drama* Earth and Environmental Studies Economics Engineering Studies French Beginners* Geography Information Processes Technology Investigating Science Japanese Beginners* Japanese Continuers* Legal Studies Modern History Music 1* PDHPE Physics Society and Culture Software Design and Development Visual Arts *	Computing Applications English Studies ** Exploring Early Childhood Photography, Video and Digital Imaging * Sports Lifestyle and Recreation Visual Design * Work Studies
	Vocational Education & Training Courses (VET) – 2 Units - Only 1 course can be counted towards ATAR
	Business Services(VET)* Construction (VET) * Hospitality – Food and Beverage (VET) *
	EVET (including EVET) Courses (Some count towards ATAR)
	<a href="https://www.tafensw.edu.au/courses/types/EVET.htm">https://www.tafensw.edu.au/courses/types/EVET.htm</a>  *This course incurs a fee to cover course materials  **This course counts towards HSC requirements for English but does not count towards an ATAR
	SBAT- School-based apprenticeships and traineeships
<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z</a>	For more information go to <a href="http://www.sbatnsw.info/">http://www.sbatnsw.info/</a>

**PLEASE NOTE THAT NOT ALL SUBJECTS LISTED WILL RUN NEXT YEAR** FOR A SUBJECT TO BE CONSIDERED VIABLE THERE MUST BE A SUBSTANTIAL NUMBER OF STUDENTS WISHING TO UNDERTAKE THE COURSE. IF THERE ARE LESS THAN 12 STUDENTS WISHING TO UNDERTAKE A PARTICULAR COURSE IT MAY NOT BE POSSIBLE TO OFFER IT DUE TO STAFFING CONSTRAINTS.



## Courses offered at Kogarah High School

### Course Name: Advanced English

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$50 Refundable Book Fee

#### Course Description:

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

#### Assessment Description:

- 3-4 assessment tasks
- one task will be a formal written examination
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- 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%

**Recommendations:** For skilled writer students aiming to go to university straight from school wanting to develop their critical thinking skills and confidence in expressing individual ideas. Students must be self-motivated, avid readers with well-developed organisational skills and be prepared to work independently. Ideal for students considering Extension 1 and/or Extension 2 English. It is difficult for students to be successful in this course unless they have achieved at least a B in Year 10 English.

### Course Name: Standard English

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$50 Refundable Book Fee

#### Course Description:

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

#### Assessment Description:

- 3-4 assessment tasks
- one task will be a formal written examination

- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- 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%

**Recommendations:** For students who have performed satisfactorily in Year 10 English (C Grade and above) who are planning to go to university OR are likely to go to university. This course is designed to provide students in need of vital skills in developing extended writing.

**Course Name: EAL/D English**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

The English EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

**Assessment Description:**

- 3-4 assessment tasks
- one task will be a formal written examination
- one task will be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes, one of which must be listening
- 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%

**Recommendations:** For students who have been educated overseas or in an Australian educational institution with English as the language of instruction **for five years or less prior to starting year 11.** Students undertaking the EAL/D course want to go to university and be able to access a high ATAR as well as develop their English proficiency and require more explicit support in English.

**Course Name: English Extension 1**

**Course Type:** Board Developed ATAR Course

**Course Value:** 1 unit

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

**Assessment Description:**

- three assessment tasks
- one task will be a formal written examination
- one task must be a creative response
- at least one task must integrate student selected related material
- 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%

**Recommendations:** For Advanced students who are skilled writers and keen to continue to develop in this area. Students must be self-motivated, avid readers with well-developed organisational skills and be prepared to work independently. Students who would like to select Extension 2 English in Year 12 must do this course. It is difficult for students to be successful in this course unless they have achieved at least an A in Year 10 English.

**Course Name: English Extension 2 (Year 12 Only)**

**Course Type:** Board Developed ATAR Course

**Course Value:** 1 unit

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.

**Assessment Description:**

Assessment will be based on the process of composing the Major Work and three assessment tasks:

- a Viva Voce with a weighting of 30%
- a Literature Review with a weighting of 40%
- a Critique of the Creative Process with a weighting of 30%.
- no HSC Examination

**Recommendations:** For Advanced students who are creative thinkers and skilled writers. Students must be independent and self-motivated, with well-developed organisational skills, and be prepared to work independently. It is difficult for students to be successful in this course unless they have achieved at least an A in Year 10 English.

**Course Name: Mathematics Standard**

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

**Mathematics Standard** is common in the preliminary year. Students can nominate to do either Mathematics Standard 1 or Mathematics Standard 2, in the HSC year. It is recommended that if a student wishes to undertake Mathematics Standard 1 in year 12, that they indicate their pathway of preferred study in year 11.

**Course Name: Mathematics Standard 1** (Chosen in Year 12)

**Course Type:** Board Developed (optional ATAR)

**Course Value:** 2 units

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. This course offers students the opportunity to prepare for post-school options of employment or further training. This course offers an optional HSC examination. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR).

All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

**Assessment Description:**

Examination style tasks and one assignment/investigation task

**Recommendations:** Students may **not** study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course. For students who are not seriously considering the possibility of going to university and has the option of obtaining an ATAR if they sit the final exam.

**Course Name: Mathematics Standard 2**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

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

All students studying the Mathematics Standard 2 course will sit for an HSC examination. All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

**Assessment Description:** Examination style tasks and one assignment/investigation task

**Recommendations:** The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Equations
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Probability
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume

Students who have followed the Mathematics Standard pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course

**Course Name: Mathematics**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

Mathematics provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. It provides a basis for further studies in disciplines in which Mathematics and the skills that constitute thinking mathematically have an important role. It is designed for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce.

**Assessment Description:** Examination style tasks

**Recommendations:** This course is recommended for students who achieve at a substantial level of Mathematics in Year 10 (RoSA grade B or above is recommended). It is recommended that students have studied the topics *Real Numbers*, *Algebraic Techniques* and *Coordinate Geometry* as well as at least some of *Trigonometry* and *Deductive Geometry* from Stage 5.3 (identified by §) of *Mathematics Years 7–10 Syllabus*, if not all of the content.

**Course Name: Mathematics Extension 1**

**Course Type:** Board Developed ATAR Course

**Course Value:** 1 unit

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. Mathematics Extension 1 provides a basis for progression to further study in Mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as Science, Engineering, Finance and Economics.

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of Science, Industrial Arts and Commerce. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level and for the study of Mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course in year 12.

**Assessment Description:**

Examination style tasks

**Recommendations:** The Mathematics Advanced course must be chosen if students wish to study Mathematics Extension courses. This course is recommended for students who achieve at a high level of Mathematics in Year 10 (RoSA grade A). For students who intend to study the Mathematics Extension 1 course, they need to study the Stage 5.3 optional topics (identified by #) *Curve Sketching and Polynomials*, *Functions and Logarithms*, and *Circle Geometry* of *Mathematics Years 7–10 Syllabus*.

**Course Name: Mathematics Extension 2 (Year 12 only)**

**Course Type:** Board Developed ATAR Course

**Course Value:** 1 unit

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus. It extends students conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen. Mathematics Extension 2 provides a basis for a wide range of useful applications of

mathematics as well as a strong foundation for further study of the subject at tertiary level. This course is studied in conjunction with Extension 1 Mathematics.

**Assessment Description:**

Examination style tasks

**Recommendations:** This course should only be attempted by students who have performed exceptionally well in Year 11 Extension 1 mathematics.

**Course Type: Ancient History**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** Nil

**Course Description:**

The study of Ancient History engages students in an investigation of life in ancient societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world. Students develop critical literacy skills including the ability to develop reasoned and evidence-based arguments whilst the knowledge they acquire provides a firm foundation for future study.

The Year 11 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.

During the Year 11 course students will develop their skills and knowledge through the study of such topics as human remains, Tutankhamun, Troy, Roman gladiators and Masada. Students will focus on an area of personal interest to complete their own historical investigation. The Year 12 course includes the study of such topics as Sparta, Pompeii and Herculaneum as well as Julius Caesar.

**Assessment Description:**

1. Research essay
2. Historical investigation
3. Final examination

**Course Name: Biology**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

Biology provides students with a contemporary and coherent understanding of the concepts explaining the functioning, origins and evolution of living things. This is achieved by exploring the levels of organisation of life, from the molecular level through cellular to higher levels of organisational structure and function, which exhibit evolution as a common source of unity and diversity. It includes developing an understanding of the interactions within and between organisms and between organisms and their environment.



The study of biology recognises that, humans continue to have a greater influence on the environment than any other species. The history and philosophy of science, as it relates to the development of the understanding, utilisation and manipulation of living systems by the human species, is an integral part of the study of contemporary biology and assists students to recognise their responsibility to conserve, protect, maintain and improve the quality of all environments for future generations. It also further develops students' understanding of science as a continually developing body of knowledge, the role of experimentation in deciding between competing theories, the provisional nature of scientific explanations, the interdisciplinary nature of science, the complex relationship between evidence and ideas and the impact of science on society.

**Assessment Description:**

Preliminary- 3 assessments including a report on a depth study which will be worth at least 20% of overall mark

HSC- up to 4 assessments including a report on a depth study which will be worth at least 20% of overall mark.

**Recommendations:** It is difficult for students to be successful in this course unless they have achieved at least a C in Year 10 Science and have at least sound literacy skills as the Depth Study will be elaborate and detailed.

**Course Name: Business Studies**

**Course Type: Board Developed ATAR Course**

**Course Value: 2 units**

**Course Requirements and fees: \$50 Refundable Book Fee**

**Course Description:**

Business is an integral part of our society, and in Business Studies, students learn about business in year 11 Nature of Business, Business Management and Business Planning. In year 12, students go into more depth on the specific topics of Marketing, Human Resources, Operations and Finance.

Business studies will help students:

Knowledge and understanding about:

- The nature, role and structure of business
- Internal and external influences on business
- The functions and processes of business activity

Skills to:

- Investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations
- Communicate business information and issues using appropriate formats
- Apply mathematical concepts appropriate to business situations

Values and attitudes about:

- Responsible participation in business activity
- Ethical business behaviour
- Corporate social responsibility

**Assessment Description:**

Students will be required to write a business plan as a major project in year 11, with a maximum word count of 3000 words. Students will also be required to write two long response answers in year 12 in their Trial and Higher School Certificate Examination.



**Recommendations:** It is difficult for students to be successful in this course unless they have achieved at least a C in Year 10 English. It would be helpful if students have undertaken the Year 9 & 10 Commerce elective however this is not a prerequisite.

**Course Name: Chemistry**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

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

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

**Assessment Description:**

Preliminary- 3 assessments including a report on a depth study which will be worth at least 20% of overall mark

HSC- up to 4 assessments including a report on a depth study which will be worth at least 20% of overall mark

**Recommendations:** It is difficult for students to be successful in this course unless they have achieved at least a C in Year 10 Science and have at least achieved a C grade in Mathematics with intention of studying 2U Mathematics.

**Course Name: Chinese and Literature**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$20.00 for printed materials

**Course Description:**

The Chinese and Literature Syllabus is designed for students with a cultural and linguistic background in Chinese. The language to be studied and assessed is the modern standard/official version of Chinese. The Preliminary course is intended to provide students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of authentic Chinese texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the HSC course.

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

**Assessment Description:**

Speaking, Listening, Reading and Writing Assessments

**Recommendations:** The Chinese and Literature Syllabus is designed for students with a cultural and linguistic background in Chinese.

**Course Name: Chinese Beginners**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$40.00 for *cost of Education Perfect*

**Course Description:**

The Chinese Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Chinese at senior secondary level. Topics provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture. In the HSC course students will extend and refine their communication skills in Chinese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

**Assessment Description:** Speaking, Listening, Reading and Writing Assessments

**Recommendations:** It is intended to cater only for students with **no prior knowledge** or experience of the Chinese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5

Students should have a genuine interest in this area of study in order to achieve. Students are given a lot of scope to collaborate and work with others in learning teams.

**Course Name: Community and Family Studies (CAFS)**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** Nil

**Course Description:**

CAFS investigates the interactions among the individual, family, community and society. Recognition of the interdependence of the individual and other groups is central to the content. The Preliminary course focuses on the individual and their interactions with personal groups, family and community. The HSC course builds upon this by examining how the wellbeing of individuals, families and communities are affected by broader societal influences including sociocultural, economic and political factors.

CAFS also investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. It encourages opportunities for students to become proactive members of society as they examine their potential to adopt a range of roles and the responsibilities they have in contributing to society.

**Assessment Description:**

Students submit an IRP (Independent Research Project) as part of their HSC course.

**Recommendations:**

Students should have a genuine interest in this area of study in order to achieve. Students are given a lot of scope to collaborate and work with others in learning teams.

**Course Name: Design and Technology**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** *This elective incurs a fee of \$50 to cover course materials. In addition, students will require fully enclosed leather shoes with appropriate sole. Students will need one A4 display book and an exercise book.*

**Course Description:**

The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. Students have developed a wide range of skills and knowledge in the Preliminary course and in the HSC course are able to select and use those skills and knowledge appropriate to their selected project.

**Assessment Description:**

The students relate the techniques and technologies used in industrial and commercial settings to those used in the development of an individual design project and a computer generated portfolio. A research assessment of an eminent designer will also be undertaken in order to understand the impact of technologies on the environment and society.

**Recommendations:** While there are no prerequisites for this course, it is difficult for students to be successful in this course unless they have achieved at least a C in Year 10 Science.

**Course Name: Drama**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** *\$30.00 for student log books and props*

**Course Description:**

This syllabus is designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre.

The Preliminary course comprises Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles.

The HSC course comprises Australian Drama and Theatre (Core component), Studies in Drama and Theatre, the Group Performance (Core component) and the Individual Project.

**Assessment Description:** Making, Performing and Critically Studying

Year 11: Students are introduced to Improvisation, Australian theatre, Elements of Production in Performance and Theatrical Traditions. In this course students experiences and practice with improvisation. Each new concept involving improvisation is linked to a practical activity or application to create a deeper understanding of content. New skills will then be explored through playbuilding as students write their own play. Students then investigate and explore Australian Theatre and how it reflects Australian social, cultural and political concerns through performance and dialogue. Students understand how Australian history can be expressed through performance and on stage.

Year 12: Students are required to work on an individual project throughout the course. This compulsory project includes choices such as individual performance, scriptwriting, costume design, poster and promotion, critical analysis or video drama. Alongside the individual project, it is compulsory that students

are a part of a group devised performance where they work as a group to create a 8-12 minute performance based on chosen a stimulus from the drama syllabus. Both projects are marked externally.

Throughout this course students will also explore the theory component of this subject through the analysis of four plays. Two plays reflecting Australian social, cultural and political concerns and two plays based on a performance style based on teacher's choice, such as Black Comedy, Irish Drama, Greek Tragedy etc. The analysis of these plays prepares students for their written HSC examination.

**Recommendations:** It is difficult for students to be successful in this course unless they are willing to engage in performance in front of an audience individually and in a group.

**Course Name: Earth and Environmental Studies**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

The Earth and Environmental Science course explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

**Assessment Description:**

Preliminary- 3 assessments including a report on a depth study which will be worth at least 20% of overall mark

HSC- up to 4 assessments including a report on a depth study which will be worth at least 20% of overall mark.

**Recommendations:** It is difficult for students to be successful in this course unless they have achieved at least a C in Year 10 Science and have at least sound literacy skills as the Depth Study will be elaborate and detailed.

**Course Name: Economics**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

Economics provides 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.

**Assessment Description:** There is an end of course examination, a stimulus skills based test and extended response research activity.

**Recommendations:** Nil

**Course Name:** Engineering Studies

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$30 fee for cost of textbook

**Course Description:**

The Engineering Studies Stage 6 Syllabus is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team.

**Assessment Description:**

Practical and report writing skills will be assessed in year 11 and year 12.

**Recommendations:** It is difficult for students to be successful in this course unless they have achieved at least a C in Year 10 Science and have achieved at least a C grade in Mathematics with the intention of studying 2U Mathematics.

**Course Name:** French Beginners

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$35 for printed materials

**Course Description:**

The French Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of French at senior secondary level. The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

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

**Assessment Description:** Speaking, Listening, Reading and Writing Assessments

**Recommendations:** It is intended to cater only for students with **no prior knowledge** or experience of the French language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

**Course Name:** Geography

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** 12 hours mandatory fieldwork and \$50 refundable Book Fee

**Course Description:**

Geography is an investigation of the world and the relationship between the natural environment and people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world. Geography considers where things are, why they are there and how people interact differently with environments in different places.

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world. In the Preliminary Course, students focus on the topics Biophysical Interactions, an investigation of biophysical processes and how an understanding of these processes contributes to sustainable management, and Global Challenges, study of the social, cultural, political, economic and environmental challenges which are occurring at the global scale. Time in the course is also devoted to a Senior Geography Project, wherein students conduct a practical project by applying geographical skills and research.

**Assessment Description:** Examination, Research Tasks, Senior Geography Project

**Recommendations:** Nil

**Course Name: Information Processes and Technology**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$50 Refundable Book Fee

**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.

**Assessment Description:** Project based assessment – students develop information systems using a range of software applications.

**Recommendations:** Nil

**Course Name: Investigating Science**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

The Investigating Science Stage 6 Syllabus is designed to assist students to engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5.

The Investigating Science Stage 6 course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

**Assessment Description:**

Preliminary- 3 assessments including a report on a depth study which will be worth at least 20% of overall mark

HSC- up to 4 assessments including a report on a depth study which will be worth at least 20% of overall mark.

**Recommendations:** It is difficult for students to be successful in this course unless they have achieved at least a C in Year 10 Science and have achieved at least a C grade in Mathematics with the intention of studying 2U Mathematics.

**Course Name: Japanese Beginners**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$35 for printed materials

**Course Description:**

The Japanese Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Japanese at senior secondary level.

The Preliminary Course has outcomes as its own organisational focus. Topics provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. In the HSC course students will extend and refine their communication skills in Japanese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

**Assessment Description:** Speaking, Listening, Reading and Writing Assessments

**Recommendations:** It is intended to cater only for students with **no prior knowledge** or experience of the Japanese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

**Course Name: Japanese Continuers**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$35 for printed materials

**Course Description:**

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



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

**Assessment Description:** Speaking, Listening, Reading and Writing Assessments

**Recommendations:** The Japanese Continuers Stage 6 Syllabus is designed for students who, typically, will have studied Japanese for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

**Course Name: Legal Studies**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

The Legal Studies Stage 6 course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures. Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. The course will assist in the development of students' knowledge of their basic legal rights and responsibilities in a broad selection of contexts which appeal to their interests.

**Assessment Description:**

Students will be required to complete extended response, research projects and media files on law cases in Australia.

**Recommendations:**

It is difficult for students to be successful in this course unless they have achieved at least a C in English in Year 10 for this subject.

**Course Name: Modern History**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$50 Refundable Book Fee

**Course Description:**

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History equips students with knowledge, understanding and skills to help them examine and make sense of the world around them. Students develop critical literacy skills and are equipped with a strong foundation for lifelong learning. The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.



During the course students will study the following topics: The Nature of Modern History, The American Civil War, The Origins of the Arab-Israeli Conflict and World War One. Students will also undertake a Historical Investigation of their own choice.

**Assessment Description:**

Assessment tasks will include a research essay, historical investigation and an end of course examination

**Recommendations:** Nil

**Course Name: Music 1**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$30.00 for instrument use and maintenance

**Course Description:**

Music 1 builds on the Years 7–10 Mandatory course. It caters for students who have diverse musical backgrounds and musical interests, including those with an interest in popular music. It therefore attracts students with a formal musical background as well as those with only informal experience.

Students in Music 1 range from those with beginner instrumental and/or vocal skills to those with highly developed performance skills in a variety of musical styles including contemporary/popular music. Many of the students have highly developed aural skills that have been nurtured through performance by imitation, and skills in improvisation have often been developed through the same process.

**Assessment Description:** Performance, Composition, Musicology and Aural

**Recommendations:** Music 1 assumes no prior knowledge of musical notation beyond the basic introduction in the Years 7–10 Mandatory course. It recognises that students who have had no further involvement in Music beyond their introduction in the Mandatory course will need to revisit elementary musical skills and understanding.

**Course Name: PDHPE (Personal Development, Health and Physical Education)**

**Course Type:** Board Developed ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** Attend an Outdoor Recreation Camp in Year 11 (\$450), complete their First Aid Certificate (\$70)

**Course Description:**

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. Students will focus on a social view of health where the principles of diversity, social justice and supportive environments are fundamental aspects. They will also reflect on the health of individuals and communities and the factors that influence movement skill and physical activity levels.

Options studied include Outdoor Recreation; (students will attend an Outdoor Recreation camp to reinforce learning), First Aid (students will complete their St Johns Ambulance First Aid Certificate), Improving Performance and Sports Medicine.

**Assessment Description:**

A range of assessment techniques are utilised, including and not limited to; reports, extended responses, and survey reflection.

**Recommendations:**

The Stage 6 PDHPE course has been designed for all students in Years 11 and 12 who have a keen interest in this area. The course has a very small practical component, geared around practical laboratories, rather than playing sport. The course is heavily theoretical with an ability to complete extended responses a pre-requisite. Students collaborate in learning teams in future-focussed lessons in order to maximise learning.

**Course Name: Physics****Course Type:** Board Developed ATAR Course**Course Value:** 2 units**Course Requirements and fees:** \$50 Refundable Book Fee**Course Description:**

Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the **mathematical analysis** of theories and laws. The Physics course helps them develop a greater understanding of Physics as a foundation for undertaking post-school studies in a wide range of STEM fields and provides a unifying link between interdisciplinary studies.

**Assessment Description:**

Preliminary- 3 assessments including a report on a depth study which will be worth at least 20% of overall mark

HSC- up to 4 assessments including a report on a depth study which will be worth at least 20% of overall mark.

**Recommendations:** It is difficult for students to be successful in this course unless they have achieved at least a C in Year 10 Science and have achieved at least a C grade in Mathematics with intention of studying 2U Mathematics.

**Course Name: Society and Culture****Course Type:** Board Developed ATAR Course**Course Value:** 2 units**Course Requirements and fees:** \$50 Refundable Book Fee**Course Description:**

The central goal of Society and Culture is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course. Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology. Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:

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

**Assessment Description:**

The final HSC mark in Society and Culture is made up of 2 components, an externally marked examination (60%), and an externally marked research project called the Personal Research Project (40%).

**Personal Interest Project:** 40% of the final HSC mark comes from an externally marked research project called The Personal Interest Project, which involves both primary and secondary research and is on a topic connected to the course chosen by the student. This style of project based learning represents an important direction which is currently being emphasised in contemporary education and closely aligned to the type of learning which is mandated in the International Baccalaureate (IB).

**Recommendations:**

It is difficult for students to be successful in this course unless they have achieved at least a C in Year 10 English.

**Course Name: Software Design and Development****Course Type:** Board Developed ATAR Course**Course Value:** 2 units**Course Requirements and fees:** \$50 Refundable Book Fee**Course Description:**

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

The HSC course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.

**Assessment Description:** Project based assessment – students develop information systems using a range of software applications.

**Recommendations:** SDD is a demanding course academically. Strong numeracy skills are required. The course combines practical and theory work. Both areas are highly academically rigorous. There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course.

**Course Name: Visual Arts****Course Type:** Board Developed ATAR Course**Course Value:** 2 units**Course Requirements and fees:** \$50.00 for consumable materials**Course Description:**

Students will make a wide variety of artworks in a number of expressive forms as we prepare them for the HSC course. Students will learn to interpret artworks looking from a variety of different perspectives including the structural frame, the cultural frame, the post-modern frame and from the subjective using 'the frames' and 'conceptual framework'.

A large part of our preparation for the HSC course is for students to learn and research how to use an artist

visual diary, including how to reflect on their own work through drawing of good and bad ideas. Students learn a variety of idea building techniques so that they learn to resist the temptation to give in and sign off on the first plausible creative idea that they have thought off.

**Assessment Description:**

Year 11: Students will be introduced to a wide variety of artworks and expressive forms including drawing, printmaking, painting, stencil art, sculpture and documented forms. Tasks include a research and essays on these expressive forms, including a focus on the making of 3D objects and how they are documented. Students will learn how to construct a Visual Art essay using 'the frames' and 'conceptual framework' to discuss artworks and its place in culture and society which they were created. Student's assessment will also include an end of course examination. Students will also be assessed on their VAPD (Visual Art Process Diary). Students will also receive extra research projects, essays and artworks that are a compulsory part of a HSC course.

Year 12: Students study the Visual Arts thematically in relation to a variety of visual artworks in depth. Currently this includes the study of 'Feminism and Art', 'Shock of the New'. 'The Visual Arts and Australian History' and 'Images of War and Civil Conflict'. Students in the HSC course are rewarded for individual thinking. Visual Arts is of great relevance to students' lives and enables them to gain increasing intellectual autonomy, evident in interpretations of their own work and the work of others.

School-based assessment: development of the body of artwork(s) (50%) and art criticism and art history (50%)

External examination: submission of a body of artwork(s) (50%) and written examination paper (50%)

**Recommendations:** It is preferable that students have some prior knowledge of Visual Arts but it is not a prerequisite

**Board Endorsed non ATAR Courses**

**Course Name: Computing Applications**

**Course Type:** Board Endorsed non ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** Nil

**Course Description:**

Computing Applications is a 'hands-on' skills based course aimed at developing the student's abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task. It is expected that the target group for Computing Applications are students who have had little practical experience in using computers.

**Assessment Description:** Project based assessment – students develop a range of projects using a range of software applications.

**Recommendations:** Recommended for student who have an interest in developing computing skills who are not planning to attain an ATAR.

**Course Name: English Studies****Course Type:** Board Developed (optional ATAR)**Course Value:** 2 units**Course Requirements and fees:** \$50 Refundable Book Fee**Course Description:**

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives. The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

**Assessment Description:**

- one task will be a formal written examination
- one task must be a collection of classwork demonstrating student learning across the modules studied
- knowledge and understanding of course content 50%
- skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively 50%
- English Studies external examination is **OPTIONAL**, and if completed, **will** contribute to an ATAR

**Recommendations:** For students who are not seriously considering the possibility of going to university and has the option of obtaining an ATAR if they sit the final exam.

**Course Name: Exploring Early Childhood (EEC)****Course Type:** Board Endorsed non ATAR Course**Course Value:** 2 units**Course Requirements and fees:** Nil**Course Description:**

The EEC course aims to equip students with knowledge and understanding about childhood development so they will be able to support and encourage this development when interacting with children. This is achieved by giving students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

**Assessment Description:** Students will be assessed in various ways, in both a written response and practical reflection task.

**Recommendations:**

Students should have a genuine interest in moving into the Early Childhood career path

**Course Name: Photography, Video & Digital imaging**

**Course Type:** Board Endorsed non ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$40 for photographic supplies

**Course Description:**

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Central to this is the development of creative action, reflection and the exercise of judgement. Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century.

**Assessment Description:** Students will be assessed on a portfolio of photographs presented on the student's website or book as well as an End of course Examination.

**Recommendations:** Nil

**Course Name: Sport, Lifestyle & Recreation (SLR)**

**Course Type:** Board Endorsed non ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** *Outdoor Recreation camp (\$450 approx), St Johns Ambulance First Aid Course (\$70), Surf School and other excursions (various cost)*

**Course Description:**

SLR is catered towards students looking to become discerning consumers and an intelligent critics of physical activity and sport, high levels of performance skill in particular sports, the capacity to adopt administrative roles in community sport and recreation, the skills of coach, trainer, first aid officer, referee and fitness leader. Students will have the opportunity to acquire recognised qualifications in these areas.

**Assessment Description:**

Students will be assessed in various methods, both practical and written.

**Recommendations:**

Students who elect to study SLR should have a genuine interest in sport and sport related topics and issues. The course is heavily practical with more than 50% of course time participating in various sports and activities or practical laboratories.

**Course Name: Visual Design**

**Course Type:** Board Endorsed non ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** \$40.00 for art materials

**Course Description:**

Visual Design Stage 6 builds on related studies in Visual Arts Years 7–10. This course provides for a more extensive and in-depth study in keeping with the central role of design applications in the community.

As a 1 or 2 unit course in Year 11 or 12, it provides a basic introduction to visual design which can complement study in the visual arts and other learning areas and develop knowledge and skills which can be applied in a wide range of situations. As a 2 unit course in Years 11 and 12 it provides a more rigorous learning experience which can lead to related tertiary or vocational studies and employment.

**Assessment Description:** Designing and Making, Critical and Historical Studies

**Recommendations:** Nil

**Course Name:** Work Studies

**Course Type:** Board Endorsed non ATAR Course

**Course Value:** 2 units

**Course Requirements and fees:** Nil

**Course Description:**

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the *Work Studies* syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

The Work Studies course will assist students to:

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

**Recommendations:** This course is most appropriate for students who are preparing to enter the workforce and are keen to make a successful transition to work.





**2019 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**  
**Units of Competency**

<b>Core</b>		
BSBWHS201	Contribute to health and safety of self and others	
<b>Electives</b>		
BSBCUS201	Deliver a service to customers	BSBSUS201 Participate in environmentally sustainable work practices
BSBIND201	Work effectively in a business environment	BSBWOR204 Use business technology
BSBINM201	Process and maintain workplace information	
BSBINM202	Handle mail	
BSBINN201	Contribute to workplace innovation	
BSBCMM201	Communicate in the workplace	
BSBITU201	Produce simple word processed documents	
BSBITU202	Create and use spread sheets	
BSBITU203	Communicate electronically	

**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 computer. 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 operator
- 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 \$ 35

Consumables \$ 35

Other \$ Nil

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 <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



**2019 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 Units of Competency Core**

- CPCCCM1012A Work effectively and sustainably in the Construction Industry
- CPCCOHS2001A Apply OHS 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
- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process

**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: Resources \$65.00**

**Other: minimum \$ 90.00 for White Card**

**Completion of White Card course is mandatory prior to undertaking Certificate 2 in Construction Pathways Framework**

The White Card will be delivered by an external RTO at a cost of \$90-\$150, depending on number of participants in course

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

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

**2019 HOSPITALITY FOOD and BEVERAGE 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 - Food and Beverage**  
 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.

**SIT20316 Certificate II in Hospitality**

**Units of Competency**

**Core**

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show Social and Cultural sensitivity
SITXWHS001	Participate in safe work practices

**Electives**

SITXCOM001	Source and present information
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITXFSA002	Participate in safe food handling practices
BSBSUS201	Participate in environmentally sustainable work practices
SITHFAB004	Prepare and serve non-alcoholic beverages
SITXFSA001	Use hygienic practices for food safety
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches

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 hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

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

- Café attendant
- Barista
- Kitchen hand
- Food and beverage attendant

**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 Food and Beverage 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 \$ 85**

**Consumables \$ 80**

**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>

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>

## Externally Delivered VET Courses for Schools 2019 (EVET)

Students may wish to consider any one of these courses, however, they must be aware that a merit selection process exists, with limited numbers in most courses.

Students would also need to consider the campus at which any one particular course is available and how accessible that is for them on a weekly basis.

For 2019 TAFE Courses, Campuses & Delivery Days: Students must consult the EVET packages that are collected at subject selection night. These packages contain the courses available and step by step procedures on selecting a EVET course. EVET packages can also be collected from Ms Arfanis after subject selection night.

Students attending TAFE will be responsible for keeping up-to-date with any work, from lessons that they may miss, when they attend TAFE.

Students also need to check whether or not a particular TAFE course contributes to their ATAR.

Undertaking a TAFE course also needs to be discussed with a staff member during subject selection interviews as part of their overall education plan for Stage 6.

### Enrolling in a EVET course

- 1) Research your son/daughter's desired course using the EVET 2019 guide and 2019 EVET course list supplied at subject selection night
- 2) Check the offer days, Kogarah offers EVET **only on** Tuesdays, alternative days can be organised by request if Tuesdays are not available in your desired course **or** if you are choosing two EVET courses.
- 3) Please ensure that the course is either a **240 hour course** or 2x2 units/years course. If a **120 hour course** or 2x1 units/years course is the only one available in your desired course please select and fill out the Expression of Interest forms as per instructions.
- 4) Once you have made your selections fill out the "Expression of Interest to Undertake a EVET Course 2019". Complete sections 1, 2, 3a, 4, 5 and 6.
- 5) Please ensure in section 1 that you enter the EVET offer code and course name, this can be found on the course summary sheet. *For example Animal Studies at Ultimo, 2 year course code is 14/UL897.*
- 6) Please leave the NESA number for the school to complete.
- 7) Please make sure both pages 3 and 4 are completed including the **student's statement** and the student's declaration. Please assist where necessary.
- 8) Once completed turn to Page 5 and sign section 7a, "Government School Student (Parent Acknowledgement)".
- 9) Please return completed forms to a staff member during student interviews

## **Withdrawal from a course**

Students who wish to withdraw from a course must do so before week three (3) of the first TAFE term. There is a process to follow for course withdrawal and failing to follow this procedure could lead to the student being ineligible for the Preliminary Year.

To withdraw from a course, a “Withdraw from a course” form must be filled out and signed along with a “Subject Enrolment/Un-enrolment form”.

## **HSC and ATAR information**

Does my EVET course contribute units towards my HSC? Yes! All EVET courses count towards your HSC. Only the Industry Curriculum Framework courses count towards your ATAR and require mandatory work placement.

These courses include Business Services, Construction, Entertainment, Hospitality, Tourism, Information Technology, Metals & Engineering, Primary Industries and Retail.

The HSC exam maybe optional for these courses but you must have studied the courses for **two years** to be eligible for the exam.

The Non-Framework Board developed course, Accounting, is unique as it counts towards your ATAR without work placement or a HSC exam. For further information see Ms Arfanis.

## **Attendance**

Most EVET courses are offered one afternoon per week for a 4 hour class. Some courses include a block session, ie. a full day or series of days. This allows students the opportunity to make full use of workshops and to ensure that course content is thoroughly covered. You would be notified if your course included a block component.

You are expected to attend every EVET class. Punctuality and attendance at TAFE should be given the highest priority. TAFE is required to inform the school of your attendance pattern.

There are no formal attendance requirements, however it is expected that students miss no more than 2 classes during the course. If you miss classes, the teacher may determine that, as a result of absence, you have not met the course completion criteria. This can result in HSC ineligibility.

You **MUST** inform Ms Arfanis in advance where possible if you plan to be absent on a day that you are scheduled to attend TAFE.

It is also the student’s responsibility to contact their TAFE teacher and also let them know. For unplanned absences, you must provide KHS with a satisfactory note from home, as per the procedures outlined in the schools policy on absences.

## **Signing in and out of KHS.**

All students attending a EVET course are required to sign out of the school via the front office when they leave for TAFE. Students will be issued with a flexible timetable pass from the office which will allow them to sign out and travel to TAFE. Most EVET courses run on a Tuesday starting at 1pm. Students will sign out at 12.15.

Catching up on missed school work, due to your TAFE schedule, is each individual students’ responsibility. TAFE courses often run during a school afternoon and students could miss out on lessons from other subjects. Students should be mindful of this and take the necessary action to ensure they are up to date with their work.

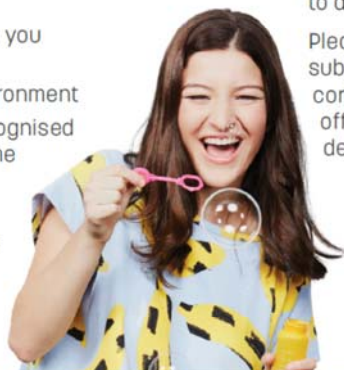


**WHAT IS TAFE DELIVERED VOCATIONAL AND EDUCATIONAL TRAINING (TVET)?**

While studying for your Higher School Certificate, consider getting a head-start on the road to your future career and pick up important life skills on the way.

TVET Courses are a great study option during Year 11 and/or Year 12 because they allow you to:

- Complete NESA units that count towards your HSC
- Gain practical skills that will make you job-ready
- Experience an adult learning environment
- Start or complete a nationally recognised TAFE NSW qualification at the same time as you do your HSC
- Choose from courses that are not offered at school.



**BOARD DEVELOPED COURSES – INDUSTRY CURRICULUM FRAMEWORK**

Give you credit towards the HSC and may count towards an ATAR if you complete the 240 hour course, mandatory Work Placement and undertake the optional HSC exam (NESA).

**BOARD ENDORSED COURSES (SEE OVER)**

Endorsed by the NESA and can count towards the units for the Preliminary/HSC but do not contribute to an ATAR.

Please note that courses and their availabilities are subject to change and the information provided was correct at the time of printing. Contact your local TVET office to ensure your chosen course is running at the desired location.

BOARD DEVELOPED COURSES			Enmore	Randwick	St George	Gymea	Loftus	Ultimo	Bradfield	Hornsby	Meadowbank	Northern Beaches	Ryde	St Leonards
Course Name	Code	ATAR	LOCATION											
Automotive - Vehicle Mechanical	AUR20716	✓						▪		▪		▪		
Automotive - Vehicle Body	AUR20712	✓						▪						
Business Services	BSB20115	✓							▪	▪	▪	▪		
Business Services	BSB30115	✓			▪			▪						
Construction - Pathways	CPC20115	✓		▪		▪				▪	▪	▪		
Electrotechnology - Career Start	UEE22011	✓			▪	▪		▪		▪	▪	▪		
Electrotechnology - Computer Assembly and Repair	UEE20511	✓						▪						
Entertainment Industry	CUA30415	✓		▪					▪					
Financial Services - Accounts Administration	FNS30315	✓			▪			▪		▪	▪	▪		▪
Hospitality - Food and Beverage	SIT20316	✓						▪				▪	▪	
Hospitality - Kitchen Operations	SIT20416	✓					▪				▪	▪		
Human Services - Health Services Assistance	HLT33115	✓		▪	▪			▪			▪	▪		▪
Information and Digital Technology - Digital Animation	ICT30115	✓								▪		▪		
Information and Digital Technology - Digital Animation/Games Development	ICT30115	✓												▪
Information and Digital Technology - Networking and Hardware	ICT30115	✓						▪			▪	▪		
Information and Digital Technology - Web and Software applications	ICT30115	✓						▪		▪		▪		
Metal and Engineering	MEM10105	✓									▪			
Primary Industries - Horticulture	AHC20416	✓											▪	
Retail Services	SIR20216	✓				▪		▪						
Tourism, Travel and Events - Events	SIT30516	✓					▪	▪		▪		▪	▪	
Tourism, Travel and Events - Tourism	SIT30116	✓					▪	▪		▪		▪	▪	

**FOR MORE INFORMATION CONTACT**

Enmore, Randwick, St George, Gymea, Loftus, Ultimo:

E [si.tvetinfo@tafensw.edu.au](mailto:si.tvetinfo@tafensw.edu.au)  
P 9710 5934 or 9710 5936

Bradfield, Hornsby, Meadowbank, Northern Beaches, Ryde, St Leonards:

E [nsi.tvet@tafensw.edu.au](mailto:nsi.tvet@tafensw.edu.au) | P 02 9941 5259

**TAFENSW.EDU.AU**



BOARD ENDORSED COURSES			Enmore	Randwick	St George	Gymea	Loftus	Ultimo	Bradfield	Hornsby	Meadowbank	Northern Beaches	Ryde	St Leonards
Course Name	Code	ATAR	LOCATION											
Animal Studies	ACM20117							▪						
Applied Fashion Design and Technology	MST20616			▪				▪	▪					
Baking Retail	FD30710						▪	▪						
Beauty Services - Make-up	SHB30215					▪		▪						
Children's Services - Early Childhood Education and Care	CHC30113		▪				▪							
Community Dance, Theatre and Events	CUA30213								▪					
Community Services - Introduction to Children's Services	CHC22015									▪	▪	▪		▪
Community Services - Welfare	CHC32015						▪	▪	▪		▪	▪		
Construction - Wall and Floor Tiling	CPC20211			▪										
Dental Assisting	HLT35015			▪										
Design Fundamentals	CUA30715								▪	▪				
Design Fundamentals - 3D Animation and Visual Effects	CUA30715		▪											
Design Fundamentals - Digital and Graphic Design	CUA30715		▪		▪									
Design Fundamentals - Drawing and Illustration	CUA30715		▪											
Design Fundamentals - Fashion Design	CUA30715				▪			▪		▪				
Design Fundamentals - Interior Design	CUA30715		▪											
Design Fundamentals - Jewellery Design	CUA30715		▪											
Design Fundamentals - Multidisciplinary Design	CUA30715		▪											
Design Fundamentals - Production Design (Film, Theatre and Events)	CUA30715		▪											
Fitness	SIS30315			▪			▪							
Floristry	SFL20115							▪						
Furniture Making	MSF20313									▪				
Hair and Beauty Services - Retail Cosmetics	SHB20116										▪	▪		▪
Hair and Beauty Services - Salon Assistant	SHB20216					▪		▪			▪	▪		▪
Laboratory Skills - Introduction to Forensics	MSL30116							▪						
Maritime Operations Coastal Coxswain	MAR20313							▪						
Music Industry - Introduction	CUA30915								▪					
Music Industry - Introduction	CUA20615							▪						
Outdoor Recreation	SIS20213						▪							
Plumbing	CPC32413			▪		▪					▪			▪
Property Services (Agency)	CPP30211				▪			▪			▪	▪		
Screen and Media - 3D Games Artistry	CUA31015		▪											▪
Screen and Media - Radio Journalism	CUA31015							▪	▪					
Screen and Media - Film and Television	CUA31015			▪			▪							
Screen and Media - Creative Industries	CUA20215										▪			
Skills for Work and Vocational Pathways - Business and Retail	FSK20113									▪				
Skills for Work and Vocational Pathways - Horticulture	FSK20113												▪	
Skills for Work and Vocational Pathways - Hospitality	FSK20113										▪	▪		
Sport, Fitness and Recreation	SIS20115										▪	▪		
Visual Arts - Concept Art	CUA31115		▪											
Visual Arts - Creative Arts	CUA31115		▪											
Visual Arts and Contemporary Crafts - Photography	CUA31115				▪			▪	▪	▪	▪			

See your Careers Advisor regarding applications for ALL TVET Courses.

## NOTES ON CHOOSING YOUR SUBJECTS

When selecting your subjects, please read the Subject Selection Booklet, for the NESA rules. Given these requirements, you should also follow the four steps outlined below when choosing your Year 11/12 subjects.

1. Be realistic in your aspirations and course selections.
2. Choose subjects you enjoy and do well in to maximise your ATAR.
3. Look at tertiary prerequisites within the above constraints.
4. Bracket your tertiary study alternatives around your ability and don't fix on just one course.

The following points should be borne in mind:

- Although a broad range of courses are initially offered to students, in the natural course of events it may not be viable for the school to follow through on all course offerings.
- If a student is not able to select a course within the school structure, then it may be possible to pursue a course via OTEN, Sydney Distance Education etc.
- For students wishing to study Languages not offered at school, they can apply via Mrs Williams. Languages can be studied at Open high School, the NSW School of Languages or various Community Language Schools. See Mrs Williams for more information.
- In some instances it may be in a student's best interests to pursue their HSC over several consecutive years. The guidelines to do so are set by NESA under the Pathways Program. Please consult with your Deputy if you believe this may apply to you.
- Students studying VET courses are to be assessed within a prescribed set of competencies pertaining to each particular course. The level of competency attained can then lead to eligibility for varying AQF certificates. Each VET course may have a different level of accreditation. [AQF – Australian Qualifications Framework]
- Some courses have set exclusions; that is to say, they cannot be studied in conjunction with all or part of an overlapping course. These exclusions need to be checked before course selection is finalised.
- The school structure caters for the prescribed 12 units of study within the "normal" day 8.40am-2.45pm. Please ensure that your course selection adds up to at least 12 units in Year 11. Extension courses may need to be timetabled beyond the "standard" school day at lunchtime, before 8.40am or after 2.45pm.